

Health Education and Relationships and Sex Education Policy

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Enjoy, Achieve, Empower

1. Introduction

a. Rationale

Happy, healthy students do better in learning and in life. By empowering students to make positive changes to their behaviour regarding health and wellbeing, our school can help them reach their full potential in terms of achievement and fulfilment. We can also encourage good habits which will benefit students both now and in the future.

Fundamental to our school's values and practice, is the principle of sharing the responsibility for education of students with parents/carers, by keeping them informed and involved at all times. Effective communication and cooperation is essential to the successful implementation of this policy.

The school is committed to the health and safety of its staff and students and will take action to safeguard their wellbeing. It also acknowledges the importance of its pastoral role in the welfare of students and, encouraged by the general ethos of the school, will seek to support the particular needs of individuals.

b. The Whole School approach

The whole school approach is central to Health, Relationships and Sex Education. By adopting this approach, we ensure full engagement with the whole school community and can ensure that school is a safe and supportive environment to discuss sensitive and challenging topics. The whole school approach includes:

- Policy development
- Curriculum planning and work with outside agencies
- Teaching and learning, including off timetable 'Drop Down Days'
- School culture and environment
- Giving children and young people a voice
- Provision of support services for students
- Partnerships with parents/carers and local communities

2. The Aims of this policy

We want all young people to be healthy and achieve at school and in life. We believe that providing opportunities at school for enhancing emotional and physical aspects of health will

lead to improved health, reduced health inequalities, increased social inclusion and raise achievement for all.

The policy aims to:

- Promote health and wellbeing
- Support students in developing healthy behaviour
- Help reduce health inequalities
- Help promote social inclusion
- Raise the achievement of students

3. Outcomes

- a. The school will provide consistent messages about health and wellbeing through:
 - the delivered curriculum
 - school ethos
 - social and other events
 - provision of support and services
 - food in school
 - interactions with staff
 - related policies
- b. Students will feel supported and enabled to develop the knowledge, skills and attributes to live happy, healthy and fulfilling lives in the future.
- c. Staff will feel supported to provide consistent health and wellbeing messages and examples to students.

4. Specific issues statements and integrated policies

These include:

- PSHE policy
- Relationships and Sex Education Policy
- Drugs and alcohol policy
- Sun Safety Policy

5. Delivering Health messages – The Curriculum

a. PSHE (Personal, Social, Health and Economic Education)

Some elements of PSHE, particularly related to Health Education and Relationships and Sex Education (RSE) became statutory in September 2020. Other content is non-statutory but the government strongly recommends that schools teach it and follow the PSHE Association Programme of Study.

Waldegrave School has been a member of the PSHE Association since July 2013 and follows its suggested programme of study for both Key Stages 3 and 4. Most of this content is taught through discrete weekly Personal Development and Citizenship (PDC) lessons in Years 7-11 and supported through 'drop down days', assemblies and tutor time activities in all years, 7-13. The PSHE Association programme of study has three core themes: 'Health and Wellbeing', encompassing physical, mental and emotional health; 'Relationships', incorporating the statutory element of relationships and sex education; and 'Living in the wider world', which covers the statutory element of careers education, as well as enterprise, economic wellbeing and financial capability.

Proactive education in these areas empowers students to make positive, informed choices in their personal relationships, future careers, and in society. It functions as the preventative curriculum branch of our school safeguarding strategy, so that students are given time and space to explore and discuss the challenges and opportunities of an ever-changing modern Britain. They also know how to manage their own feelings and behaviours, support each other, and get help for themselves or their friends when they need it.

PSHE education also makes a major contribution to the statutory responsibilities on schools to:

- promote students' wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education and sex and relationships education.

b. Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. Through discursive teaching, students are given opportunities to reflect on and clarify their own values and attitudes, while developing empathy and understanding of the views of others. The Student Parliament is consulted on developments in the PSHE curriculum and regular surveys of students' attitudes to PDC lessons is carried out, to ensure that the curriculum is engaging students and meeting their needs appropriately.

Effective teaching and learning approaches used at Waldegrave School are based on the BEAR principles:

1. Building knowledge and understanding steadily
2. Enquiring through questioning
3. Assessing for learning
4. Reviewing

In PDC lessons, this includes:

- Effective starters and plenaries
- High order questioning skills
- Target setting
- Working together
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle time
- Drama and role-play
- Discussion and debate.

c. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work and to deal sensitively with, and to follow up appropriately, any disclosures made in a group or

individual setting. Some issues that we address may be considered sensitive or controversial because they have a political, social or personal impact or deal with values and beliefs. These include: healthy and unhealthy relationships, including domestic and teen relationship abuse; physical and medical issues, including attitudes to disability; cultural issues, including forced marriage, honour-related violence and FGM; financial issues; bullying; and LGBT+ issues.

Teachers will take all reasonable, practical steps to ensure that, where political, sensitive or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias, evaluate evidence, and formulate their own opinions. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view, even though they may contradict those held either by their class teachers or their peers.

6. Cross Curricular Elements

In addition to PDC lessons, many areas of health and wellbeing are explored through a range of subject areas including: English, Drama, PE, RE, History, Design Technology, Art and Science. These are always done in accordance with the school's policy and provide another way of exploring choices and influences, as well as outcomes.

Other sources of information include:

- Books available for students to read in the library, featuring a range of issues linked with health and wellbeing and reflecting the relationships of young people today. All such books are carefully screened to ensure their suitability for the age of students and their material
- Posters displayed in prominent locations about local and national services and helplines
- Access to appropriate internet information websites
- 'One off' talks and workshops, run by staff of local support organisations
- Health information 'clinics' on the school site, run by local partners, such as the school nurse, youth workers, or young people's services

7. Confidentiality

School staff cannot promise absolute confidentiality, if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed if any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving safeguarding or child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent or carer.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although the school cannot guarantee confidentiality, students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

8. Use of Community Based Agencies

a. Outside agencies and speakers

These may be involved in input to lessons and as points of referral as support services for students. The school actively cooperates with other agencies, appropriate to student needs, to enhance the quality of its PSHE education provision.

When working with outside speakers and facilitators, a partnership approach is used, though the school remains responsible for the situation. In particular:

- Teachers will clearly explain the ethos and approach of the programme to visitors
- The input of visitors will be integrated into the programme and jointly planned with or quality assured by teachers
- The approach used by visitors will complement the philosophy and aims of the school programme
- In almost all cases, teachers will be present, so that they can follow up the input with students at a later stage. An exception may be a session with a local safeguarding partner, such as school nurses or youth workers from AfC.
- Visitors should have experience and expertise in delivering to and working with young people or should at least be comfortable working with them
- Visitors should be able to offer something specific and useful that teachers cannot
- Students will be told that visitors are coming in beforehand and spend time preparing for the session e.g. discussing with them what they will be doing and deciding what questions they want to ask them

b. Pastoral Support for Students who Experience Difficulties

The nature of support available to students:

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students, in a number of ways. Staff may be approached for help on an individual basis and through the pastoral system. They offer a listening ear and, where appropriate, information and advice.

The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse, counselling and/or other outside agencies. The school will keep up to date with the development of local services and national helplines for students; promote their existence to students; and endeavour to form working relationships with local agencies that are relevant to student needs.

9. Inclusion

- a.** Our school policy has given careful consideration to the six equality strands: race, gender, age, religion, disability and sexuality. This is to ensure that all aspects of education are provided for in a sensitive and non-judgemental way that will enable all students, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this, we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy. We have also

tried to incorporate the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs and disabilities in this process.

b. Adaptive teaching and learning

Staff planning and delivering Relationships and Sex Education (RSE) consider adaptive learning when choosing activities. Students will have different abilities based on their emotional and physical development, life experiences, literacy levels and additional learning needs. Adaptive teaching and learning can be in terms of:

- different resources – active learning techniques to allow the teacher to manage more than one activity at a time
- extension of activities – for example, a group which has finished first can be given a further activity to increase their understanding
- support on the task, for instance an extra member of staff to read out instructions
- outcome – a task for all which the group can achieve at their own level
- grouping by ability – this may be in similar ability or mixed ability groups
- support from Teaching Assistants in lessons, where appropriate

Appendix 1

PSHE Policy

1. Introduction

This policy has been informed by national and local guidance, including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE, September 2020.
[Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- *Keeping Children Safe in Education; statutory guidance for schools and colleges*, [Keeping children safe in education](#) DfE, September 2023
- PSHE Association Programme of Study for PSHE Education, 2020.
[Programme of Study for PSHE Education \(Key stages 1–5\)](#)
- HM government Multi-agency practice guidelines: Female Genital Mutilation, 2014
www.gov.uk/government/uploads/system/uploads/attachment_data/file/333067/FGMmulti-agencyPracticeGuidelines.pdf
- The Academies Act 2010
www.legislation.gov.uk
- Guidance for Schools on Developing Emotional Health and Wellbeing, Healthy Schools London www.healthyschoolslondon.org.uk/sites/default/files/EHWB.pdf
- Resilience framework (Children and Young People), Young Minds, 2012.
www.youngminds.org.uk/assets/0001/4872/Interactive_Resilience_Framework.pdf

2. Aims of National Curriculum

Learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims by:

- promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- preparing pupils at the school for the opportunities, responsibilities and experiences of later life.

Consequently, PSHE Education has a clear role in helping students become informed and responsible citizens, who make a positive contribution to society. The link between PSHE Education and the Citizenship curriculum is made explicit at Waldegrave, through the delivery of Personal Development and Citizenship (PDC) lessons, which cover both aspects of the curriculum.

3. Rationale for PSHE Education

Personal wellbeing helps students embrace change; feel positive about who they are; and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk; take increasing responsibility for themselves, their choices and behaviours; and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They

identify and articulate feelings and emotions; learn to manage new or difficult situations positively; and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work; the diversity and function of business; and its contribution to national prosperity. They develop the knowledge and skills to become questioning and informed consumers, and learn to manage their money and finances effectively. It also contributes to improving motivation and progression, by helping students see the relevance of what they learn in school to their future lives. It helps students to aim high, challenging stereotyping, discrimination and other cultural and social barriers. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which options to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

4. The PSHE Education Curriculum

a. Provision

PSHE education is not always confined to specific timetabled time.

At Waldegrave School PSHE education is delivered within a whole school approach, which includes:

- discrete curriculum time for Personal Development and Citizenship (PDC) delivered by PSHE teachers, as well as input from form tutors and other staff
- teaching PSHE through and in other subjects/curriculum areas
- whole school and extended timetabled activities
- specific projects and off timetable days
- opportunities for involvement in the life of the school and wider community
- effective pastoral care and guidance.

All subject areas that support the provision of PSHE education will indicate their contribution in their policies and guidance. PSHE education provides an invaluable contribution to learning the social and emotional skills that are necessary to be happy and successful individuals.

b. Assessment, Recording and Reporting

In PSHE education there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

The principles of assessment for learning underpin our policy and practice; we recognise that PSHE education is different from many other curriculum areas, as prior learning varies significantly, depending on an individual student's personal experience. We aim to improve learning by: providing effective feedback to students; actively involving students in their own learning; adjusting teaching to take account of the results of assessment and student feedback.

Evidence of students' learning in this subject might include:

- drawn and written concepts
- mind-mapping
- display of a community action project
- presentations
- observation of a group discussion or group task
- photographs, films or videos
- web page or blog
- role play
- campaigning letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing.

c. Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE education coordinator if concerned.

The school nurse also has drop-in-sessions on a weekly basis, where difficult questions can be answered privately.

Appendix 2

Relationships and Sex Education Policy

1. Introduction

The Legal Position

From September 2020, Relationships and Sex Education is compulsory in all secondary schools. This is outlined by the DfE in the statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, except those parts of the programme that are covered by the Science National Curriculum. There is no right to withdraw from Relationships Education or Health Education. Parents wishing to exercise this right should write to the Headteacher.

If a child is withdrawn from sex education by their parents, they have the right to opt back in from three terms before they turn sixteen (see paragraph 47 of the statutory guidance). For most students this means that they have the right to opt into sex education in Year 10 or 11, even if their parents have chosen to withdraw them.

Our Mission Statement

At Waldegrave School, we believe that it is the responsibility of a school to help students develop into responsible and caring adults, able to contribute positively to society. Relationships and Sex Education is a key factor in helping students make affirming and responsible relationships and choices.

What is RSE?

RSE is the name now used to encompass Sex Education, Birth Education and many aspects of the PSHE curriculum involved with the ways in which individuals relate to each other. The focus is on developing students' understanding of safe and healthy relationships.

2. Aims:

Our RSE programme aims to prepare students for a future in which they:

- have developed positive values and a moral framework that will guide their decisions, judgements and behaviour
- are aware of their own sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively

- understand how external factors can influence people's expectations and understanding of relationships, including sexual relationships
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- avoid being exploited or exploiting others
- avoid being pressured into having unwanted or unprotected sex
- get confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships, including their rights and responsibilities regarding consent.

3. Objectives:

Objectives of our RSE programme are:

- to generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured
- to enable students to develop knowledge, communication skills and understanding, in order to facilitate responsible personal decision-making
- to enable students to understand the impact of external factors (such as the media, internet and peer groups) and remain independent decision-makers
- to enable students to develop the ability to form positive, non-exploitative relationships
- to enable students to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable students to understand the process of human reproduction
- to emphasise the role and the value of family life and the issues associated with young parenthood
- to enable students to know what is and what is not legal, in matters relating to sexual activity
- to inform students of where they can go for further information and advice.

4. Values Framework:

RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff, or expert outside providers, who are experienced and have been specifically trained in this aspect of education.

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- recognition of the physical, emotional and moral implications, and risks, of certain types of behaviour
- recognition and acceptance of the differences of others.

5. How the objectives are achieved:

In line with recognised good practice for RSE our programme will address the three areas:

a. Skills

If RSE is going to be effective it needs to include opportunities for students to develop skills, as it can be hard for them to act on the basis of only having information. The kinds of skills students develop as part of RSE are linked to more general life-skills and will be common to other areas of the PSHE curriculum. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice are useful life-skills that can be applied in terms of sexual relationships.

Effective RSE develops students' skills in:

- negotiation
- making choices based on probable outcomes
- assertiveness
- listening
- recognising pressures from other people and to how to resist them,
- dealing with and challenging prejudice,
- seeking help from adults - including parents, carers and professionals - through the family, community and health and welfare services.
- differentiating between accurate and inaccurate information,
- discussing a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception.

b. Attitudes and beliefs

Students can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Students are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views. At Waldegrave, we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree. This helps enrich our students' understanding of difference and diversity, and empowers them to become thoughtful, tolerant citizens, whose voices are valued.

Effective RSE also provides students with an opportunity to explore the reasons why people have sex, and to think about how it involves emotions, respect for oneself and other people, and their feelings, decisions and bodies. Students should have the chance to explore gender differences and how ethnicity and sexuality can influence people's feelings and options. They should be able to decide for themselves what the positive qualities of relationships are. It is important that they understand how bullying, stereotyping, abuse and exploitation can negatively influence relationships.

c. Knowledge and Understanding

Young people get information about sex and sexuality from a wide range of sources including each other, the internet, other media, including advertising, television and magazines, as well as through leaflets and books which are intended to be sources of information about sex and sexuality. Providing information through RSE is therefore about finding out what students already know; adding to their existing knowledge; and, crucially, correcting any misinformation they may have received.

They need to have information about the physical and emotional effects of relationships and sexual behaviour, for themselves and others. In terms of information about relationships,

they need to know about what kinds of relationships there are; about love and commitment, including marriage and partnerships; and the law relating to sexual behaviour and relationships; as well as the range of religious and cultural views on sex, sexuality and sexual diversity. In addition, students should be provided with information about the range of sources of advice and support that are available, in the community and nationally.

6. Delivery of RSE

a. RSE Curriculum

RSE is delivered as part of the PSHE programme, primarily through Personal Development and Citizenship (PDC), Science lessons and RE lessons.

Key themes explored include:

- growth and change, including puberty and menstruation
- positive relationships and relationship values
- consent
- families and long term commitments, including marriage
- conception and contraception
- birth and parenthood
- sexual health issues, including sexually transmitted infections and safer sex
- sources of information and their accuracy
- peer groups and other social influences and their effects on individual choice
- people and organisations who can provide help and support

b. RSE is delivered using a variety of learning approaches and teaching methods which encourage students to participate, question and communicate. This includes use of videos, posters, leaflets, books, the internet, mindmapping, small group discussion, art and display work, case studies, role play, guest speakers, debates, and students carrying out their own research.

c. Agreed ground rules will be agreed between teachers and students during RSE lessons. They will be periodically reviewed to evaluate how well the group is working and changed if necessary.

d. Students are never encouraged to discuss their own sexual behaviour or experiences during RSE lessons. RSE should usually be carried out in the 'third person'. Students can, however, seek personal support on an individual basis from school staff or the school nurse.

e. Who delivers?

RSE is primarily led by teachers and rather than by visitors. Teachers are then accessible on an ongoing basis to follow up any questions students subsequently have. However, some aspects of the curriculum may be led by experts, see paragraph 7a below.

7. Specific issues statements

a. Using Outside Speakers

Input and support is sometimes provided by:

- school nurse
- local youth worker

- local doctor
- local clinic and community nurse, health visitors and midwife
- sexual health, HIV/ AIDS and/or STI specialist workers
- other adults in the local community
- specialists from charities, such as Off the Record <https://otrtwickenham.com/>, or RASASC <https://www.rasasc.org.uk/>

b. The role of parents

The most effective RSE acknowledges the different contributions a range of agencies and settings can make. Schools programmes which involve parents, notifying them what is being taught and when, can support the initiation of dialogue at home. Parents and schools both need to engage with students about the messages that they get from the media, and give them opportunities for discussion. Therefore parents will be informed and supported to understand the programme delivered at Waldegrave and the part parents can play in this.

Different settings provide different contexts and opportunities for RSE. At home, students can easily have one-to-one discussions with parents or carers which focus on specific issues, questions or concerns. They can have a dialogue about their attitudes and views. Sex education at home also tends to take place over a long time, and involves lots of short interactions between parents and their children. Schools have an important role to play in helping and supporting parents to talk to their children and we aim to do so by providing workshops, a resource and video library, and sharing information and guidance, including through the school's social media accounts.

c. Child protection

Effective RSE may often bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. It is the responsibility of all staff to ensure that they know and understand the procedures for reporting concerns.

d. Disclosures

If a member of staff learns that a student under 16 years old is sexually active, or contemplating sexual activity, schools they should ensure that:

- The student is encouraged to talk to their parent/carer
- Child protection issues are addressed and the Designated Safeguarding Lead is informed.

8. Monitoring and Evaluation

Evaluation enables us to plan future work more constructively. Student questionnaires are carried out to help with the evaluation. Additionally, the school participates in a Health Related Behaviour Questionnaire, in conjunction with the Schools Health Education Unit, which provides anonymous data about the levels of sexual activity among students and comparative local and national data.

Appendix 3

Drug Education

Introduction

This policy was informed by:

- [Relationships Education, Relationships and Sex Education and Health Education guidance](#) DfE 2020
- PSHE Association Programme of Study for PSHE Education [Programme of Study for PSHE Education \(Key stages 1–5\)](#)
- The Alcohol Strategy for England 2012
- Drug Education: An Entitlement for All: Report to Government by the Drug and Alcohol Advisory Group, 2008
- DfE and ACPO drug advice for schools, 2012

1. Statutory Obligations

Waldegrave School recognises that it has its part to play in meeting national and local drug education targets. These include:

- having an up-to-date drug education policy
- having an effective implementation process for the drug education policy with subsequent monitoring and evaluation strategies
- having an effective and developmental drug education programme in each key stage
- all students identified as being vulnerable, receive the appropriate education, advice, information and support on substance misuse both in and out of school.

In addition we see drug education as a core component of an effective PSHE programme, as part of the preventative curriculum branch of our school safeguarding strategy.

2. Statement of Policy on Drug Education, Substance Use and Misuse

In response to our shared concerns at a local and national level, we wish to state that as part of our care for the welfare of our students, Waldegrave School believes it has a duty to inform and educate students on the consequences of drug use and misuse. The school takes a proactive stance on this matter, believing that health education is a vital part of the PSHE education of every student.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is seen as important to recognise that the larger numbers of young people are choosing not to use or misuse substances. We will continue to support them.

3. Definitions of Drugs Terms

The definition of a **drug** given by the United Nations Office on Drugs and Crime is:

‘A substance people take to change the way they feel, think or behave’.

The word ‘drug’ is used to include all mood-altering substances including alcohol, tobacco, vapes, and medicines, illegal drugs, and other substances, such as new psychoactive substances, nitrous oxide, solvents, ‘poppers’ and other unauthorised substances.

‘Drug taking’ involves the consumption of any drug, including medicines and legal substances such as alcohol and tobacco.

‘Drug use’ is drug taking, through which harm may or may not occur.

‘Drug misuse’ is drug taking, which harms health or functioning. It may include physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour.

4. Drug Education and Educational Aims

At Waldegrave our practical definition of drug education is “the acquisition of knowledge, understanding, skills and exploration of attitudes and values which will enable students to make informed decisions about their own, and other people’s use of drugs.”

Our educational approach focuses on provision of accurate and balanced information. It accepts that there are different views about drug use and encourages students to explore a range of views; to develop their own opinions; and also to challenge stereotypes. In terms of skill development, an educational approach helps students develop a range of relevant personal and social skills, enabling them to make informed decisions about their own and other people’s drug use.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To widen understanding about related health and social issues, for example sex and sexuality, crime, HIV and AIDS.

These aims are fulfilled through:

- the taught curriculum, particularly Personal Development and Citizenship (PDC) lessons and the Science curriculum
- responding to aspects of students’ experiences in the taught curriculum
- cross-curricular opportunities, including assemblies, tutor times and off timetable days
- Support from the local authority Substance Misuse Team, including referral for support by a Substance Misuse Worker, for targeted individuals.

5. Monitoring and evaluation

The programme is regularly evaluated by the PSHE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. The school also accesses support and guidance from the local authority. Additionally, the school participates in an annual Health Related Behaviour Questionnaire, in conjunction with the Schools Health Education Unit, which provides anonymous data about levels of substance misuse among students, with local and national comparisons.

Monitoring and evaluation arrangements are open to external assessment by Ofsted.

Appendix 4

Sun Protection Policy

At Waldegrave we want our staff and students to enjoy the sun safely. We will work with staff, students and parents to achieve this through:

Education

We will ensure:

- All students will receive at least one PDC lesson about sun protection (currently in the Year 9 curriculum).
- The importance of sun protection is raised in assemblies or tutor times towards the start of the summer term.
- School communicates with parents and carers about sun protection and how they can help, through the wellbeing section of the parent bulletin, at the beginning of the summer term.

Protection

- All students have access to shaded areas in the school grounds.
- In rare cases of extreme heat, the school will follow public health guidance and adapt our procedures accordingly.
- Students will be encouraged to make use of shaded areas in the school grounds, by ensuring these areas are attractive and clean
- Students will be encouraged to wear high factor sunscreen when outside, including when on school trips, and to come to school having applied sunscreen
- Students will be expected to maintain standards of uniform and dress in sunshine conditions and discouraged from rolling up (or down) clothing, opening additional buttons or zips in order to 'sunbathe' whilst on school premises.