

# Beliefs & Issues Policy

## Including Relationships and Sex Education (RSE), Health Education & Core Religious Studies

### 1. Introduction

- 1.1. Beliefs & Issues combines the delivery of Personal Development and Religious Studies with the aim of providing, as part of the School's delivery of a broad, balanced and stimulating education, a comprehensive programme that will allow each student to develop confidence and promote self-esteem so that they can grow as individuals and gain the knowledge and skills they will need for their future lives.
- 1.2. The School expects its students to develop as good citizens, adequately prepared for the responsibilities of the wider world, through active involvement in service to the school and the local community, through a commitment to the enjoyment of learning throughout their lives and through an education that has been underpinned by the moral and spiritual values of a Christian community whilst having a profound respect for those of other faiths and none.
- 1.3. Beliefs & Issues contributes to the delivery of these values by:
  - Developing and promoting character building that gives students the qualities they need to flourish in our society
  - Delivering effective relationship and sex education (RSE) and health education so that students can make responsible and well-informed decisions about their lives
  - Embedding Spiritual, Moral, Social and Cultural education (SMSC) into every one of its lessons
  - Exploring faiths from around the world so learning to appreciate and understand diversity and celebrate faiths and religious festivals from across the globe
  - Promoting British Values
  - Raising awareness of exploitation in accordance with national guidelines ('Prevent') and particularly of the dangers of radicalisation, extremism, child trafficking and exploitation
- 1.4. The delivery of an effective Beliefs & Issues programme will allow students to gain a wide variety of skills and worldly knowledge as well as enhancing their motivation, learning, performance and achievement.
- 1.5. This policy should be read in conjunction with the School's policies on:
  - Aims of the School
  - Behaviour Policy
  - Equality & Diversity Policy
  - SEND Policy
  - Looked After & Previously Looked After Children Policy
  - Attendance and Leave of Absence Policy
  - Boarding Policy
  - Data Protection Policy
  - Online Safety and Computer Usage Policy

### 2. Beliefs & Issues Programme

- 2.1. The Beliefs & Issues programme is based on five core themes:
  - Religious beliefs  
Ensuring that students have an appreciation and understanding of religious faiths and beliefs from around the world and that there is real engagement with Christianity and other principle religions and religious traditions.

- Living in the wider world  
Demonstrating citizenship and fostering students' awareness and understanding of democracy, government and understanding of how laws are made and upheld equipping them with the knowledge and skills needed for effective and democratic participation.
- Communicating ideas  
Ensuring that students are confident at being able to express their views positively and listen to the views of others with empathy and appreciation.
- Positive relationships  
Includes relationships and sex education (RSE) and supports young people through their physical, emotional and moral development.
- Healthy lifestyle.  
Promoting physical and emotional well-being as part of developing a healthy lifestyle ensures that students are able to make good decisions about their own health and wellbeing, guard against those risks, threats and dangers to health, both in the real world and on-line, and emphasises how physical health and mental wellbeing are interlinked.

## 2.2. Individuals are encouraged to:

- Be reflective about their beliefs, religious or otherwise
- Foster greater understanding of, and respect for, people of all faiths and those of no faith
- Adopt British Values
- Develop a sense of responsibility to, and membership of, the school community as well as communities beyond school
- Reflect critically on the values held by them and society and recognise the impact of these attitudes and behaviour
- Become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world
- Explore political and social issues, weigh up evidence and debate and make reasoned arguments
- Develop inter-personal and communication skills
- Develop a commitment to learning and a responsible attitude and approach to study
- Gain the knowledge and skills necessary to function effectively within the changing environment of learning and work
- Learn to manage their money well and make sound financial decisions
- Think for themselves, clarify their personal values and look after their personal needs
- Develop the capability and confidence to make considered decisions and be equipped with the skills they need to recognise danger and potential for harm and to keep them safe both in the real world and online
- Recognise and manage risk and take responsibility for their behaviour and actions and take increasing responsibility for their own lives and develop a positive regard both for themselves and others
- Develop the life skills needed to make the transition to adult and working life and to participate effectively and safely in society

## 2.3. The Beliefs & Issues programme includes:

- Core Religious studies (Appendix 1)
- Relationships and sex education and health education based on national guidelines (Appendix 2)
- Fundamental British Values (Appendix 3)

### 3. Learning Opportunities

- 3.1. Beliefs & Issues will take place not only in the classroom but also through the activities students take part in outside the classroom, through extra-curricular activities, assemblies, tutorial programmes, projects and other activities that take place in School.
- 3.2. In developing policy and approach the School will consult with parents and carers and ensure they can be kept informed of what their children are being taught and when and their right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- 3.3. The School has the same high expectations of the quality of students' work in Beliefs & Issues as for other curriculum areas and a range of quality learning opportunities will:
- Deliver high quality teaching that is differentiated and personalised to ensure both suitable challenge and accessibility by all
  - Be delivered by motivated, trained staff using appropriate student centred methodologies
  - Be sensitive and age appropriate in approach and content
  - Recognise that views around RSE related issues are varied and whilst personal views are respected, all RSE issues are taught without bias
  - Be managed appropriately in the classroom where students will be expected to speak appropriately and listen to and respect the opinions of others and prejudice will not be tolerated
  - Support students to help them achieve more following principles of the Every Child Matters agenda: enjoy and achieve, stay safe, be healthy, make a positive contribution and achieve economic wellbeing
  - Allow students and teachers to assess student progress against learning objectives and relative to age expectations<sup>1</sup> and identify where students need extra support or intervention
  - Be regularly evaluated by the Beliefs & Issues programme coordinator, together with teaching staff from Religious Studies, to assess their effectiveness
- 3.4. The Subject Leader for Beliefs & Issues will work closely with their colleagues in related curriculum areas to ensure the curriculum compliments and does not duplicate the content covered in national curriculum subjects.
- 3.5. Our programmes will be supervised by:
- |                                     |                              |
|-------------------------------------|------------------------------|
| Subject Leader for Beliefs & Issues | Mr Jonah Higgins             |
| RE                                  | Mr Jonah Higgins             |
| Subject Leader for Biology          | Mrs Aimee Wakefield          |
| Subject Leader for ICT              | Mr Jon Adey                  |
| Tutorial programme                  | Relevant student group tutor |
| Director of Sport & Co-curricular   | Mr Andrew Coalter            |
- 3.6. Staff with associated specific responsibilities are:
- |  |                         |
|--|-------------------------|
| Designated Safeguarding Lead   | Ms Clare Howes          |
| Designated Teacher for Looked After & Previously Looked After Children | Mr Clive Kay            |
| Special Educational Needs Co-ordinator                                 | Mrs Annabelle Pattinson |

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<sup>1</sup> Age expectations are those levels routinely used, published and reported against - Mastering, Exceeding, Meeting, Approaching, Beginning

## 4. Confidentiality & Concerns

4.1. Confidentiality within the classroom is an important component of RSE and many other aspects that might arise through the delivery of the Beliefs & Issues programme. Teachers will be expected to respect the confidentiality of their students as far as is possible and ensure that fellow students do likewise if they become aware of personal issues arising in more open discussion. Teachers should however:

- Alert the Designated Safeguarding Lead (DSL) about any suspicions of inappropriate behaviour, radicalisation or potential abuse as set out in the School's Safeguarding Policy
- Be aware of their responsibilities to report to the police if the teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, teachers should also discuss the case with the DSL and involve the Dudley Safeguarding Children Board – Single Point Access Team (SPA)<sup>2</sup> as appropriate
- If a teacher suspects or considers a child at risk of such an act they must discuss the case with the DSL who will follow the School's safeguarding procedures and involve the SPA team as appropriate
- Refer to the School's Anti-Bullying Policy, which can be found in the Behaviour Policy, where a student is, or may be, being bullied, harassed or victimised whether as a result of any part of this programme or otherwise
- Refer to the School's Drug/Substance Use and Misuse Policy, which can be found in the Behaviour Policy, where they have relevant concerns
- Refer to the School's Online Safety & Computer Usage Policy, where they have relevant concerns

4.2. Where any teaching or activity is delivered by an external agency/visitor, the external party must understand the principles of confidentiality and how safeguarding concerns are reported in the School.

## 5. Policy Review

5.1. The Subject Leader for Beliefs & Issues will regularly and routinely review the teaching of all aspects of their subject, in the normal subject review cycle and at least annually, with the Assistant Head: Quality of Teaching & Learning and report termly to Governors through the Subject Audit, Plan and Self Evaluation (SAPSE) process.

5.2. The Policy will be reviewed annually.

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<sup>2</sup> Details about, and for, accessing SPA are set out further in the School's Safeguarding Policy where you will also find the procedures to follow in dealing with matters of safeguarding, the recording of such matters and the sharing of information. The SPA contact number is 0300 555 0050 or, if it's out of hours, 0300 555 8574.

### Core Religious Studies

1. The School has a denomination of Church of England however it welcomes as students, staff and visitors alike, those of all faiths and those of no faith. The School's ethos embraces Christian principles but in its teaching has a broader core religious studies programme.
2. At both Key Stages 3 and 4 this involves the study of Christianity and other major world faiths
3. During Key Stage 3 students explore Christianity and other major world faiths with the intention of ensuring that their knowledge and understanding of these should become sound, deep and secure. While at least two religions (Christianity and Islam) have been identified for focused attention, students will also have, by the end of Key Stage 3, an opportunity to be acquainted with at least three other principle religions (Sikhism, Hinduism, Judaism) ).
4. The core knowledge that should be taught in Key Stage 3 involves an emphasis on a 'beliefs and issues' programme in which the following topics are expected to be explored as a core minimum:

Year 7	Sikhism, Christianity, Judaism
Years 8	Islam, Hinduism
Year 9	Ethical and Philosophical questions including: the existence of God, poverty and wealth and life after death
5. Key Stage 4 students study a Beliefs and Issues programme surrounding contemporary and moral issues that include religious perspectives.
6. The department uses a range and variety of educational RE resources and will adapt what it uses where new or amended resources are published.

# RSE and Health Education

## 1. Introduction

- 1.1. Under Government guidelines, from age 11 onwards, it is compulsory for all schools to provide RSE and health education as part of the curriculum.
- 1.2. For the purpose of this policy, “relationships and sex education” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 1.3. For the purpose of this policy, “health education” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 1.4. The RSE and health education curriculum will be developed in consultation with teachers and in accordance with DfE recommendations.
- 1.5. We believe that it is important to provide our students with a thorough and balanced curriculum, which includes age-appropriate information about sex and relationships so that they can make responsible and well-informed decisions about their lives.
- 1.6. What we teach is lifelong learning about physical, moral and emotional development. It is not about the promotion of sexual orientation or sexual activity. It is about gaining an understanding of the importance of committed, stable relationships for family life, the characteristics of positive and healthy friendships, the teaching of sex, sexuality and sexual health and the choices we can make and our responsibility for them. It is also about staying safe and about giving students the information they need to support their physical health and mental wellbeing and we will do this having regard to relevant legislation and statutory guidance including:
  - The Equality Act 2010
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
  - Statutory guidance - Keeping Children safe in Education (2023) and Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
  - National curriculum in England: programmes of study for Citizenship, Computing, PE & Science

## 2. Delivering RSE and Health Education through the Curriculum

- 2.1. Effective RSE and health education is essential if young people are to make responsible and well informed decisions about their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life and allows us to promote their spiritual, moral, social, cultural, mental and physical development at school and in the wider society. It is not delivered in isolation but is firmly rooted within the Beliefs & Issues programme. In addition to what is covered in the Beliefs & Issues programme key topic areas are also covered in the Key Stage 3 and Key Stage 4 computing, PE and science curriculum.
- 2.2. RSE and health education delivered by the School will build on and move forwards themes that have been introduced in a student’s primary school learning and centre on exploring attitudes and values, developing personal and social skills, gathering information to promote their physical health and mental well-being and widening knowledge and understanding in age and developmentally appropriate ways.

2.3. Our teaching aims to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationships that are an equally important part of becoming a successful and happy adult and to do this in a safe and measured way that will promote their health and mental wellbeing. It aims to prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Recognise and manage emotions within a range of relationships
- Be aware of their sexuality and understand human sexuality
- Develop safe, fulfilling and healthy sexual relationships, at the appropriate time and understand the arguments for delaying sexual activity and the reasons for having protected sex
- Understand what is acceptable in relationships and what is not and be able to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, recognise the lasting, negative impact this can have on mental well-being and understand how such situations can be managed
- Communicate effectively
- Develop an awareness of lesbian, gay, bisexual and transgender relationships
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and sexually transmitted infections
- Understand how to deal with risky, negative or exploitive relationships including all forms of bullying and abuse, online encounters or any sexual or violent activity including female genital mutilation (FGM), forced marriage and honour based violence
- Avoid being pressured into unwanted or unprotected sex
- Understand the concept of consent in a variety of contexts
- Access confidential sexual health advice, support and if necessary treatment; and know how the law applies to sexual relationships
- Stay safe both in the real world and online
- Develop self-control and the ability to self-regulate, and strategies for doing so
- Include opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- Have confidence in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges

2.4. The RSE & health education elements of the Beliefs & Issues programme are underpinned by the development of resilience and character in the individual, the development of self-esteem, self-belief, self-respect, perseverance and personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

2.5. The teaching of RSE and health education will consider:

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## **School Policies & Procedures**

- The needs of all students, including but not limited to, their age, any special educational needs and/or disabilities, home circumstances and cultural and religious background when planning teaching to ensure that topics included are appropriately handled
- The context and views of the wider local community when developing the curriculum to ensure it is reflective of and informed by relevant topical issues in and around the school and at large
- The law as it applies to relationships<sup>3</sup>, so that students clearly understand what the law allows and does not allow and the wider implications of decisions they make, provide them with a good foundation of knowledge for deeper discussion about all types of relationships and reinforce their responsibility for their own actions

2.6. The RSE and health education programme includes physical, moral and emotional development, sexual health and sexuality.

2.7. Some aspects of general RSE and health education may be covered in tutorials or in assemblies where appropriate and particularly where they may be reactive to current topics or issues arising at that time. Delivery in tutorials and assemblies will follow the same guidelines as taught sessions in delivering age appropriate content and having regard as in 2.5 above.

### **3. The Right to Withdraw**

3.1. Although schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for all students to learn and because this learning is compulsory parents cannot withdraw their children from such lessons. However, they are entitled to request that their child be removed from sex education lessons<sup>4</sup>.

3.2. Requests for withdrawal should be submitted in writing to the Assistant Head: quality of Teaching & Learning<sup>5</sup>, who, before granting the request, will discuss the request with the parent and, as appropriate with the student, to ensure that their wishes are understood. A record of these discussions and understanding will be kept on the student's file.

3.3. Whilst acknowledging a parents right to withdraw their child from some parts of this programme, under normal circumstances, the School do not recommend doing so and in their discussion<sup>6</sup> will clarify the nature and purpose of the curriculum, its importance and likely detriments which could include social and emotional effect from being excluded, as well as the likelihood of the student hearing their peers' version of what was said in class rather than what was directly said by their teacher.

3.4. Where a student is withdrawn from such teaching the student's tutor and teacher will determine an appropriate substitute for these lessons and in most instances, students will be provided with self-directed reading or exercises which they can complete under the supervision of another member of staff.

3.5. There is no right to withdraw from relationships education or health education.

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<sup>3</sup>Students will be made aware of equalities legislation and other relevant legal provisions when topics are being taught, including for example marriage, consent, violence against women and girls, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.), pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation (for example, through gang involvement or 'county lines' drugs operations), hate crime, female genital mutilation (FGM).

<sup>4</sup>The request can be up to and until three terms before they turn 16-years-old. After that point, the student wishes to receive sex education, the School will make arrangements to provide this.

<sup>5</sup>The Assistant Head: Quality of Teaching & Learning may delegate any discussion in this regard to another senior member of staff or the student's tutor.

<sup>6</sup>Or other form of communication (e.g. email) if there is not a discussion.



## 4. What do we expect to deliver?

4.1. RSE will continue to develop a student’s knowledge on the topics taught at a primary level, and by following Government guidelines we expect that by the end of secondary school students should know:

<b>Families</b>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>
	<ul style="list-style-type: none"> <li>• What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> </ul>
	<ul style="list-style-type: none"> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>
	<ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships) and how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) and including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>
	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).</li> </ul>
	<ul style="list-style-type: none"> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> </ul>
	<ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>
	<ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>
	<ul style="list-style-type: none"> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
	<ul style="list-style-type: none"> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>
	<ul style="list-style-type: none"> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>
	<ul style="list-style-type: none"> <li>• What to do and where to get support to report material or manage issues online.</li> </ul>
	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content.</li> </ul>
	<ul style="list-style-type: none"> <li>• That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul>
	<ul style="list-style-type: none"> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>
	<ul style="list-style-type: none"> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>
	<ul style="list-style-type: none"> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>
	<ul style="list-style-type: none"> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts around pregnancy including miscarriage.</li> </ul>
	<ul style="list-style-type: none"> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> </ul>
	<ul style="list-style-type: none"> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing.</li> </ul>
	<ul style="list-style-type: none"> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>
	<ul style="list-style-type: none"> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

4.2. Health education will continue to develop a student’s knowledge on the topics taught at a primary level, and by following Government guidelines we expect that by the end of secondary school students should know:

<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>• That happiness is linked to being connected to others.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to recognise the early signs of mental wellbeing concerns.</li> </ul>
	<ul style="list-style-type: none"> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> </ul>
	<ul style="list-style-type: none"> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</li> </ul>
	<ul style="list-style-type: none"> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>
	<ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>
	<ul style="list-style-type: none"> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul>
	<ul style="list-style-type: none"> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• The law relating to the supply and possession of illegal substances.</li> </ul>
	<ul style="list-style-type: none"> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>
	<ul style="list-style-type: none"> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>
	<ul style="list-style-type: none"> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>
	<ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>
	<ul style="list-style-type: none"> <li>• (Late secondary) the benefits of regular self-examination and screening.</li> </ul>
	<ul style="list-style-type: none"> <li>• The facts and science relating to immunisation and vaccination.</li> </ul>
	<ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> </ul>
	<ul style="list-style-type: none"> <li>• Life-saving skills, including how to administer CPR.</li> </ul>
	<ul style="list-style-type: none"> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>
	<ul style="list-style-type: none"> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## 5. How will this be delivered?

- 5.1. Schools are free to determine how to deliver RSE and health education in the context of a broad and balanced curriculum and we have developed our Schemes of Work and tutorial programmes so that we do this in a measured and age appropriate way. But our schemes and programmes are not static, they are constantly evolving to respond to events and what is happening in the world, local community concerns, public health issues and to any other matter arising that might affect our students.
- 5.2. Parents/carers are welcome to ask questions seeking a better understanding of the School's approach to RSE and health education and we understand that the teaching of some aspects of the curriculum may be of concern to them. If parents/carers do have concerns regarding RSE and health education, they can email the Subject Leader for Beliefs & Issues, Mr Jonah Higgins on [jhiggins@oshsch.com](mailto:jhiggins@oshsch.com) or contact the School office (01384 817300) to arrange a meeting with him.
- 5.3. The table overleaf sets out our overall approach.

<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Growing up</li> </ul>
	<ul style="list-style-type: none"> <li>• Changes emotionally and physically (puberty), including awareness of changes physically and emotionally</li> </ul>
	<ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul>
	<ul style="list-style-type: none"> <li>• Getting along with parents/carers</li> </ul>
	<ul style="list-style-type: none"> <li>• Feelings &amp; emotions</li> </ul>
	<ul style="list-style-type: none"> <li>• Types of relationships between boys/girls, older/younger, same sex couples</li> </ul>
	<ul style="list-style-type: none"> <li>• Consent</li> </ul>
	<ul style="list-style-type: none"> <li>• Sexuality</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• What is a relationship (including marriage, characteristics of other long term relationships, different types of committed stable relationships)?</li> </ul>
	<ul style="list-style-type: none"> <li>• What is a positive relationship? Features of a positive relationship (including sexual and non-sexual)</li> </ul>
	<ul style="list-style-type: none"> <li>• What contributes to a negative relationship?</li> </ul>
	<ul style="list-style-type: none"> <li>• Types of contraception and how to access. STI's</li> </ul>
	<ul style="list-style-type: none"> <li>• How to deal with a break down in a relationship</li> </ul>
	<ul style="list-style-type: none"> <li>• Appropriate/inappropriate relationships and Coercive Control</li> </ul>
	<ul style="list-style-type: none"> <li>• Sharing indecent images of children and the law</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Trafficking (human and child)</li> </ul>
	<ul style="list-style-type: none"> <li>• Child Sexual Exploitation (CEOP)</li> </ul>
	<ul style="list-style-type: none"> <li>• Role of sex in the media including pornography. The impact of viewing harmful content.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use of social media and images.</li> </ul>
	<ul style="list-style-type: none"> <li>• Revisiting contraception and STI's</li> </ul>
	<ul style="list-style-type: none"> <li>• Pregnancy (including abortion – legal position, faith and miscarriage) and the pathways available for an unwanted pregnancy.</li> </ul>
	<ul style="list-style-type: none"> <li>• FGM</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Sexual Assault</li> </ul>
	<ul style="list-style-type: none"> <li>• Take an increased responsibility for monitoring own health/body.</li> </ul>
	<ul style="list-style-type: none"> <li>• Violent/unhealthy relationships (domestic abuse). What help is there?</li> </ul>
	<ul style="list-style-type: none"> <li>• Honor based violence</li> </ul>
	<ul style="list-style-type: none"> <li>• How do you know when the time is right to have sex?</li> </ul>
	<ul style="list-style-type: none"> <li>• Roles and responsibilities of parents including successful parenting.</li> </ul>
	<ul style="list-style-type: none"> <li>• Roles and responsibilities of parents including successful parenting</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• To recognise the impact of drugs including alcohol in a relationship and sexual behaviour. How the use of alcohol and drugs can lead to risky behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• Meaning of 'consent'. How/ways to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</li> </ul>
	<ul style="list-style-type: none"> <li>• Expectations concerning relationships and sexual activity. To recognise the impact of drugs including alcohol in a relationship and sexual behaviour.</li> </ul>
	<ul style="list-style-type: none"> <li>• Expectations concerning relationships and sexual activity including revenge porn and sexting</li> </ul>

# Fundamental British Values at Old Swinford Hospital

*We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.*

Lord Nash, Parliamentary Under Secretary of State for Schools, November 2014

## 1. Introduction

This School expects its students to develop as good citizens, adequately prepared for the responsibilities of the wider world, through active involvement in service to the school and the local community, through a commitment to the enjoyment of learning throughout their lives and through an education that has been underpinned by the moral and spiritual values of a Christian community whilst having a profound respect of those of other faiths and none.

## 2. How will this be delivered?

These values are not taught in isolation, they are embedded throughout our curriculum and our extensive wider activities so that each part of our day contributes to their delivery and we do this by:

- Embedding Spiritual, Moral, Social and Cultural education (SMSC) into every one of our lessons.
- Exploring faiths from around the world so learning to appreciate and understand diversity and celebrate faiths and religious festivals from across the globe.
- Promoting and developing a better understanding of British Values through our ABC (Appropriateness, Behaviour & Consequences) programme
- Raising awareness of exploitation in accordance with national guidelines ('Prevent') and particularly of the dangers of radicalisation, extremism, child trafficking and exploitation.

## 3. Democracy

- 3.1. Democracy implies that the majority has a voice. Ours is a *liberal* democracy because key freedoms are developed and protected through our rules and systems and their accountability to the electorate. Students have the opportunity to have their voices heard through our Student Council and its committees, student questionnaires, subject review and boarding visits, prefect and council meetings with Senior Leaders as well as meetings with Governors. Parent Forum compliments this process because parents are important stakeholders in this community.
- 3.2. The teaching of Beliefs & Issues, History and Politics reinforces the value of our liberal democracy. Students have held mock general elections, they can attend a Model United Nations and the Debating Society has gained national awards whilst assemblies comment on the benefits of democratic politics and debunk hostile counter-narratives.
- 3.3. Importantly, students also learn that democracies are not perfect, are usually a 'work in progress' and can themselves be corrupted in times of indifference, dislocation or extremism so that participation in democratic politics is not only a hard earned right, but an important responsibility.
- 3.4. Every November we remember the Old Foleyans, who studied, taught or worked here and who gave their lives or who endured great suffering in order to protect our democratic way of living. We remember that our freedoms have come at a cost.

## **4. The Rule of Law**

- 4.1. History lessons explain the origins of many of our laws and Politics develops this further by exploring the UK Constitution and through lessons and visits from guest speakers students are being informed and forming and debating their own views on current topics.
- 4.2. Everybody is equal before the law. This also means that where the majority (see above) enjoy considerable influence in a democracy, laws do exist to protect minorities from harm so that they, too, can enjoy individual freedoms whilst accepting shared responsibilities.
- 4.3. School rules are the same. From the dining hall queue to the rugby pitch, the School expects its students to develop a respect for rules and an understanding of their place. Religious Education lessons impart an understanding of how some rules can bind communities together, but also how following others blindly can cause injury or suffering. Students also, where appropriate, seek to discuss and contest particular rules if they disagree with them. This dialogue helps them understand the importance of having rules and regulations because they give structure for dispute and allow for reconciliation.
- 4.4. Where breaking our own rules carries particular sanctions, students must be aware that the laws of the United Kingdom also apply to them at all times. This matter has been raised at assembly and School Council, as well as a parents' information evening and continually forms part of our Beliefs & Issues and IT programmes.

## **5. Individual Liberty**

- 5.1. In order to best safeguard students, schools are usually hierarchical and much regulated communities. But this also makes schools safe places for young people to make decisions for themselves, discount alternatives and also assess risk as they prepare for the future.
- 5.2. Our Beliefs & Issues programme allows students to learn about their rights and personal freedoms as well as the responsibilities which accompany them. The co-curriculum also provides numerous opportunities for them to develop their own decision making through activities such as the Duke of Edinburgh award scheme and Combined Cadet Force which promote independence and leadership. Our careers and universities programme, as well as boarding life, helps prepare young people to manage the greater freedoms which they will encounter upon leaving school after the Sixth Form.

## **6. Mutual Respect and Tolerance of those of Different Faiths and Beliefs**

- 6.1. Our Behaviour Policy is summarised in its opening paragraph as follows:  
'Always treat others as you would like them to treat you.' (Matthew 7:12)
- 6.2. The School is a Christian school and is open to students and staff of all faiths and none. Students and staff are expected, in accordance with our Behaviour Policy, to have tolerance, trust, understanding and respect for others irrespective of age, background and ethnicity. Diversity is regarded as that which is dignified and which is to be celebrated. Also, students may, and do, disagree with one another; where there is disagreement, it is important that it is articulated and expressed in the appropriate way.
- 6.3. Beliefs & Issues and house based activities promote lively discussion on matters which include prejudice based discrimination and bullying. The School is now also a Stonewall Champion school. Finally, through the School Council we bring students from all houses and age groups together not only to discuss these issues but to influence the formulation of the Behaviour Policy.
- 6.4. We have strong relationships not only with the Diocese of Worcester but also local and different faith communities as well as the local British Humanist Association and we have held Inter-Faith Forums which not only allow members of the local faith communities to engage with the School, but also provide students with an opportunity to put searching and sometimes difficult questions to these visitors.

## **7. Our Values**

As a Christian school, our values system is based on a particular view of the human person as somebody who is humble, dignified, important and full of potential. It is the School's mission to have its students realise this potential so that they may bring greater benefit to the common good. In this regard, those values listed by Lord Nash at the top of this document sit very comfortably alongside those which this school has subscribed to now for more than 350 years and which it will continue to do so going forward. These values help build the scaffolding that allows our students to succeed. Successive teachers and students here have benefitted from the evolution of constitutional and liberal democracy in our country; they have experienced laws which restrict excessive state control and allowed for individualism; they have also enjoyed greater rights and responsibilities and grow in their understanding of different peoples, cultures, creeds and philosophies.