



WOODSIDE SCHOOL

Healthy living (including RSHE) policy for Woodside School

Independent School Standards: paragraphs 2(2)(d), 2(2)(i), 2A(1)- 2A(2), 5 and 34; and statutory guidance: *The Relationships and Relationships and Sex Education Regulations 2019*.

Relationships, sex and health education

- ✦ Subject content, how and when it is taught
- ✦ How the subject is monitored
- ✦ Information for families.

Last external review

September 2024

Next external review

September 2025

Latest update

September 2024

This policy should also be read in conjunction with our 'keeping pupils safe', 'online safety' and 'anti-bullying' policies.

HEALTHY LIVING

- We believe that teaching pupils to make healthy choices is crucial in supporting them to develop personally, morally and socially.
- Through our values curriculum, therapeutic approach, PSHCE and RSHE programme, pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships. They learn about the importance of consent, healthy relationships, diversity, respect and staying safe in-person, online and using mobile technology. They also learn about puberty, sex and birth in a sensitive, suitably-sequenced, age-appropriate way.
- We promote our core values through our PSHCE curriculum and termly focuses. Within the teaching of PSHCE we also provide a range of spiritual, moral, social and cultural (SMSC) experiences in order to prepare pupils for life in modern Britain and beyond. During their time at Woodside Schools, pupils will learn the key knowledge and skills required over time to prepare them for their next steps.
- We are committed to adhering to the [statutory RSHE guidance](#) in full.

RELATIONSHIPS AND SEX EDUCATION (RSE)

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.
- RSE is one way in which we ensure the curriculum pays regard to all the protected characteristics, including sex, gender reassignment, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- RSE in no way promotes sexual activity.
- It is crucial that our RSE programme is sensitively addressed and adapted accordingly as some of our pupils have experienced sexual abuse first-hand.

THOSE WHO IDENTIFY AS LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, NON-BINARY (ETCETERA) AND PREJUDICE AND DISCRIMINATION INCLUDING HOMOPHOBIA, BIPHOBIA & TRANSPHOBIA

- Staff have regular equality training which focuses on all the protected characteristics.
- The focus is on tackling discriminatory language and bullying, and promoting equality and embracing difference.
- Also see our equality policy, which refers in more detail how we meet the requirements of the Equality Act 2010, by teaching pupils (and training staff) about all of the protected characteristics.

SUBJECT CONTENT, HOW AND WHEN IT IS TAUGHT

- RSE is taught within the schools' personal, social, health and citizenship education (PSHCE) curriculum. Some biological aspects of RSE are taught within the science curriculum.
- We teach three weekly lessons of PSHCE at Key Stages 1-3 and even more frequently at Key Stage 4. As part of this, Relationships Education (at Key Stages 1-2) and Relationships **and** Sex Education (at Key Stage 3) are taught for one term for a period of six weeks in term 6 (June-July) every year; each year progressively builds on pupils' prior learning.
- At Key Stage 4, Relationships and Sexual Education (RSE) is supported by workshops provided by Brook, once a term, every term.
- At Key Stages 1-2, Relationships Education is taught by classroom teachers and at Key Stages 3-4, RSE is taught by PSHCE teachers.
- Some aspects of RSE are also regularly covered in other areas such as assemblies and themed days.
- We formally teach Relationships Education (RE) to Key Stage 1-2 pupils and Relationships and Sexual Education (RSE) to our Key Stage 3 pupils and cover national statutory guidance which aims to:
 - a) help pupils develop an understanding of the different types of relationships, including family relationships
 - b) help pupils to develop skills in forming, respecting and maintaining relationships with others, including their peers

- c) help pupils develop understanding of online relationships, being safe and the media
 - d) teach pupils about the changes to their body that occur during puberty
 - e) teach pupils about reproduction, intimate and sexual relationships, including same-sex relationships, sexual health and gender identity (secondary only).
- The schools work closely with our well-known community police officers, in particular for our secondary-aged pupils. At Key Stage 4, pupils participate in sexual health workshops delivered by Brook, which provides pupils access to education and advice on contraception.
 - RSE is delivered through a varied range of teaching activities which promote dialogue and understanding, such as circle time, discussion and role play.

INFORMATION FOR FAMILIES INCLUDING 'THE RIGHT TO WITHDRAW'

- Families have been consulted about this policy and our RSE curriculum. Parents and carers' feedback was (and is continually) invited to help shape this final policy.
- We will always inform families, in advance, of when the RSE programme is being taught and will provide an opportunity for families, mainly on our families days, to view the subject overview, which includes content and lesson resources and also this policy. Families can also request the RSE subject overview from a relevant leader at any time.
- Families have the right to withdraw their child/ren from some or all of sex education delivered as part of statutory RSE. This is officially known as the 'right to be excused from sex education'. Requests for withdrawal should be directed to the relevant assistant principal. The leader will discuss the request with families. Once these discussions have taken place, except in exceptional circumstances, we will respect the family's request to withdraw their child and alternative learning will be facilitated. After that point, if the pupil wishes to receive sex education rather than be withdrawn, we will make arrangements to provide them with sex education during one of those terms.
- Families have no right to withdraw their children from Relationships Education.

HEALTH EDUCATION

- The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make positive personal choices. It aims to enable them to recognise concerns, and to know how and where to seek appropriate support as early as possible.
- The focus at for pupils of primary age is teaching them the characteristics of good physical health and mental wellbeing. As pupils get older, this knowledge is built upon, and enables pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions, and to understand why terms associated with mental and physical health difficulties should not be used pejoratively.

SUBJECT CONTENT, HOW AND WHEN IT IS TAUGHT

- Health Education in our schools is taught within our PSHCE curriculum. In line with non-statutory health education guidance, we cover, every year:
 - ★ mental health and wellbeing
 - ★ internet and phone safety and harms
 - ★ physical health and fitness
 - ★ healthy eating
 - ★ careers, financial capability and economic wellbeing
 - ★ identity, society and equality
 - ★ puberty, the changing adolescent body and consent
 - ★ keeping safe and managing risk, including knife crime and basic first aid
 - ★ drugs, alcohol and tobacco.
- Each year is sequenced and progressively builds on pupils' prior learning and allows allocated time for topics that pupils find difficult.
- Some aspects of health education are also regularly covered in other areas such as our values curriculum, assemblies and themed days.
- The schools work closely with our well-known community police officers and Brook, who provide sexual health workshops for pupils at Key Stage 4.
- We also commission an external organisation to deliver basic first

aid training for all pupils, once a year, every year.

HOW THE TEACHING OF HEALTHY LIVING IS MONITORED

- The senior vice principal oversees and monitors the overall quality of education across our schools. RSHE (as part of PSHCE) is monitored through learning walks, lesson observations, workbook scrutiny, workbook moderations and pupil and teacher interviews.
- RSHE (as part of PSHCE) is externally scrutinised by the COO and the quality & standards committee as part of our annual 'focused reviews' quality checks, as are all subjects.

PEDAGOGICAL DEVELOPMENT FOR STAFF

- Teachers are trained to teach RSHE and meet on a regular basis with other teachers and leaders during quality of education CPD meetings and INSET days. Our lead PSHCE teachers also attend CPD through the PSHE association.
- We regularly train staff, on making the most of opportunities to promote equality including in relation to all the protected characteristics.

FOOD & DRINK

We are absolutely clear that healthy eating and drinking, in conjunction with daily exercise, are imperative in our schools.

- Unhealthy foods including snacks (crisps, chocolate), carbonated drinks, ready-meals, sweets, chewing gum etc are banned from our schools and are confiscated from pupils who bring them into school (and families will be contacted to remind them of this policy)
- The same expectations apply to all staff, as role-models
- A healthy breakfast offer including (for example) cereals with semi-skimmed milk, wholemeal/multi-grain toast with sunflower spread, yoghurts, fruits and fruit juices is offered daily
- Lunches are cooked internally, using healthy, fresh produce and cater for all diets and cultural needs, as necessary
- All food produced for or in the schools meets nutrient and food-based standards as prescribed by the relevant authorities
- All pupils have access to fresh drinking water and are

encouraged to keep themselves hydrated throughout the school day

- Unhealthy foods are rarely given as rewards, except for occasional events, such as religious festivals or celebrations. However, we ask that families do not send in unhealthy foods (e.g. cake, sweets) for pupils' birthdays.
- Healthy eating is a key element of the schools' PSHCE curriculum and is also addressed in assemblies, circle time and during weekly cooking sessions, as applicable to the school site

PHYSICAL ACTIVITY

- Pupils in our schools exercise at least once daily and have formal physical education as part of their timetable (twice a week)
- Pupils use our school halls, outdoor gardens, courtyards and play spaces or go to local playgrounds or parks at fixed points everyday for exercise, engaging in structured, staff-led activities
- Where pupils have issues with physical activity, their weight, diet and/or eating, staff will work proactively and sensitively with the pupil and their family, signposting and making referrals to appropriate services.

DRUGS, ALCOHOL & SMOKING

Drug abuse, alcohol abuse and smoking is sensitively addressed across Key Stages 1-3 within PSHCE lessons, through the NCFE PSD award at Key Stage 4 and our values-centred curriculum, including assemblies. As many of our pupils have experienced drug or alcohol abuse first-hand, it is crucial we are sensitive to this.

We explore:

- the difference between drugs prescribed by a doctor and recreational drugs
- the danger drugs can present
- alcohol and the dangers it can present
- smoking and the health implications, including passive smoking.

At Key Stages 3-4, external partners such as our community police officers and Brook, support more detailed coverage of drug, alcohol and smoking education through workshops. This includes coverage of the law, the range of drugs and the added dangers of what they are mixed with, peer pressure, 'saying no' and respecting our bodies.

SMOKE-FREE SCHOOLS

- All school sites, including external areas, are smoke and vape-free environments. Nobody associated with our schools, including our pupils' families, are to smoke or vape anywhere on the premises
- Staff are not allowed to smoke or vape in the vicinity of the school premises so as to never be role-modelling the habit to our pupils and/or families.

ENVIRONMENT & SUSTAINABILITY

Our schools are committed to promoting environmental and sustainability awareness and educating and engaging our pupils and staff in a wide understanding of the impact of our individual actions on the environment locally, nationally and internationally.

- Together, all staff are actively involved in raising sustainability awareness and promoting environmentally and ethically responsible behaviour throughout the schools
- Key learning on environment and sustainability is delivered within our PSHCE lessons, circle time and assemblies, to help drive and embed positive behavioural change
- Environmentally friendly products and practices are used wherever possible and the use of environmentally damaging products are consciously avoided
- Reduced energy consumption has been achieved through purchasing energy efficient equipment and encouraging good housekeeping. All staff and pupils are encouraged to turn off energy-using appliances when not in use
- School grounds are maintained to a high standard and are litter-free
- Wherever possible waste and redundant furniture is reused, recycled or donated. Waste is kept to an absolute minimum by diligently planning ahead
- We encourage the use of bicycles by promoting safe cycling and providing secure cycle storage.
- We encourage staff, pupils and families to recycle as much waste as possible, in school and at home.

