



The Derby High School

R-TIME (INCLUDING STATUTORY HEALTH, RELATIONSHIPS AND SEX EDUCATION AND CAREERS EDUCATION, INFORMATION AND GUIDANCE) POLICY

Date: February 2024

The Derby High School: This policy covers the delivery of R-Time (Personal, Social, Health and Economic Education), including the statutory health, relationships and sex education and careers education, information and guidance.

Unless specifically referred to, all content should be assumed to refer to all areas.

INTENT OF R-TIME

Purpose:

This policy covers our school's approach to all non-statutory elements of *R-Time*, statutory guidance on Relationships, Health and Sex Education (RSHE) and Careers Education Information and Guidance (CEIAG).

We define it as a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves safe, happy and successful, developing as individuals into caring and responsible citizens equipped for life in the 21st century. We believe it is important because *R-Time* helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

This policy was produced by the Head of Personal Development and Assistant Headteacher with responsibility for Personal Development, through consultation with staff, pupils, parents and carers, Senior Leadership Team and School Governors. The policy is available to parents and carers through the school website.

Overall school aims and objectives

R-Time contributes to the school aims and objectives. Specifically, it assists in the process of promoting the social, emotional, spiritual, moral, cultural, intellectual and physical development of all pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

The Derby High School regards **R-Time** as an intrinsic element in helping pupils to form lifelong sensible, mature, balanced judgements based on knowledge and understanding.

RSE addresses physical, moral and emotional development as well as encompassing associated areas.

What values will underpin this policy?

Our programme promotes the values of establishing informed and active involvement in family, school, social, economic and civic life and ensures that pupils revisit each of the following core themes as they progress through school:

- Health and Wellbeing
- Relationships
- Living in the Wider World (including CEIAG)

R-Time will be taught across all Key Stages in such a manner as to have due regard to moral considerations and the value of family life. It will reflect the aims and values of the school, notably to continue each pupil's personal and social development. It will also encourage emotional stability and fulfilment and acknowledge the interests and needs of each cohort.

The school encourages young people to talk to their parents and carers so collectively we can prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future.

What are the aims and objectives of R-Time?

DfE statutory guidance states that from September 2020, all Secondary Schools must deliver Relationships and Sex Education (RSE)

Statutory Guidance on Relationships and Sex Education (RSE) states that we must include the following topics:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Our programme aims:

- To deliver knowledge to pupils, encourage their understanding, develop their skills and enhance their abilities relevant to these areas.
- To encourage the development of personal qualities and attitudes in pupils. This will promote social responsibility and moral values.
- To use data available locally and nationally to underpin a particular topic and its relevance within the school community.

Our curriculum aims to assist young people to prepare for adult life by supporting their development of:

- **Identity**
- **Relationships**
- **A healthy balanced lifestyle**
- **Risk assessment and safety**
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights, responsibilities and consent**
- **Change and resilience**
- **Power**
- **Career Education**

A key aspect of effective **R-Time** is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by signposting pupils to relevant sources of support both in-school and externally.

It is intended that by following this policy, The Derby High School will enable all pupils to make informed, reasoned and responsible decisions about their own behaviours, values and attitudes. The Derby High School, in partnership with the Governors, the pupils and the parents and carers of its pupils, aims to produce well-informed, well-balanced, responsible and caring members of the community, capable of sustaining and fulfilling successful relationships at all levels.

How will we ensure the curriculum is relevant to our pupils?

While promoting the core values, we will ensure that pupils are offered a balanced programme with the purposes:

1. To ensure the school's statutory and legal obligations are met.
2. To reflect the school's overall ethos – to create successful, lifelong learners who have high aspirations, are well-informed, safe and happy, kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond.
3. To underpin and reinforce other school policies and guidelines, including those regarding Behaviour, Equal Opportunities, Confidentiality, Child Protection and SEND.
4. To prepare pupils for the next phase of education and / or training by providing age-appropriate advice and guidance needed for each stage of their development.

We will use relevant local data and information related to RSE / Health / **R-Time** / Careers to inform planning and to address the identified needs of the whole school community, e.g. #BeeWell Survey, Health LSIP, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, teenage pregnancy, social deprivation, family life, career and life chances. In addition to this internal data generated from pupil behaviours and attitude polls will be used. *(It is expected that this data will change from year-to-year, thus providing a different focus for our pupils).*

With regards to RSE we will ensure that pupils are offered a balanced programme with the purpose to prepare them for an adult life in which they can:

- Develop positive values within a moral framework (7Rs) to help guide their decisions, judgements and behaviour, based on tolerance and an understanding of difference
- Understand human sexuality and be aware of their own sexuality in terms of heterosexuality, homosexuality, bisexuality and transgender issues.
- Understand the arguments for and benefits of delaying sexual activity, of minimising the number of sexual partners and of having protected sex with the context of changing attitudes within contemporary society
- Understand the consequences of their actions and behave responsibly within sexual and other personal relationships
- Have the confidence and self-esteem to value and respect themselves and others
- Have the skills to judge what kind of relationship they want and communicate effectively with others
- Have sufficient information and skills to protect themselves and others from infection or unwanted pregnancy
- Avoid being exploited or exploiting others and respect individual conscience
- Avoid being pressured into unwanted or unprotected sex
- Access confidential sexual health advice, support and if necessary, treatment
- Know how the law applies to sexual relationships.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will be:

Working Towards

- Identifying some of their personal skills; identifying simple targets and planning to help them make progress
- (With comprehensive support and guidance) recognising the significance of their main experiences and achievements in relation to future plans
- (With comprehensive support and guidance) using this to inform their decision-making

Working At

- Recognising and analysing their personal skills in order to explain which they enjoy using and which are likely to be advantageous, including within a workplace setting
- (With minimal guidance) assessing the significance of their experiences and achievements in relation to their future plans
- (With minimal guidance) using this assessment to inform their decision-making

Working Beyond

- Showing well-developed ideas, based on realist thinking about the links between their personal skills and interests and the demands of particular occupations
- Using independent and thorough assessment of the significance of their experiences to inform future choices in lifestyle, education, training and employment
- Independently making decisions in which a critical evaluation of their experiences and achievements is clearly related to their future plans.

Creating a safe and supportive learning environment

The **R-Time** policy for The Derby High School reflects the school's aims and complements other associated policies, such as Child Protection, Anti-bullying, Confidentiality, SEND and Equal Opportunities.

We create a safe and supportive learning environment by teaching **R-Time** in such a manner as to encourage pupils to have due regard to moral considerations, especially in sensitive areas such as RSE. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the school's Safeguarding Policy.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to keep themselves safe, happy and successful, developing as individuals into caring and responsible citizens equipped for life in the 21st century.

In addition, the following steps will also be taken with regards to RSE:

1. RSE forms part of the R-Time taught content in each year group. R-Time leaders co-ordinate the planning and management of the RSE programme in consultation with the Headteacher and Governors. Form Tutors teach the lessons.
2. Where aspects of RSE occur within other curriculum areas they support the consistent messages for RSE taught within R-Time. This is identified through cross-curricular audits and regular QA of lessons.
3. R-Time is taught following the agreed lesson plans. Teachers will report on pupils' effort and behaviour within each assessment block with the Big Question.
4. Teachers will be present when any outside speakers are used in RSE. Pupil and staff voice will be used to evaluate guest speakers, visits and external presentations.
5. Teaching about physical aspects of RSE will be set within a moral framework, stressing the responsibility of all sexes in sexual matters and encouraging pupils to consider self-restraint, dignity, respect for themselves and others, sensitivity towards the needs and views of others, loyalty, fidelity, physical dangers and moral and religious beliefs.
6. Only visual aids, films, videos and texts approved by health and education professionals will be used in RSE. All materials, videos and other resources will be appropriate to the pupils and carefully chosen. Parents and carers may view them on request.
7. There is no right to withdraw from Relationships Education at secondary level. We believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all pupils to be taught. It is our aim that parents and carers will not wish to withdraw their children from RSE lessons, which the school considers to be an entitlement for all pupils, and an important part of a child's overall education. If parents / guardians / carers have any concerns regarding the content of aspects of RSE taught within R-Time, they are asked to talk to the R-Time Co-ordinator.
8. The Governors are committed to the aim that, as far as possible, all pupils have the same experience regardless of race, ability, gender, religion or culture. All pupils in The Derby High School will have equal access to the RSE curriculum. The RSE programme will be appropriately differentiated by the R-Time Co-ordinators in liaison with specialists and, where appropriate, with the class teacher.
9. The views of teachers, parents and carers, Governors and pupils concerning RSE will be sought at appropriate forums e.g. training sessions, Parents' and Information Evenings, Friends of the Derby, Governors' meetings and Student Council meetings.
10. Pupil and staff evaluation of the RSE programme will occur throughout the year as well as regular monitoring.
11. Sensitive issues will be approached in such a way as to respect the range of cultural and religious views within the school, especially on topics such as contraception, abortion and homosexuality. The use of agreed Ground Rules and distancing techniques in RSE lessons is encouraged. Staff will operate within the school's confidentiality guidelines and refer any queries to the R-Time Co-ordinator/ Second in Department.
12. Opportunities for single sex RSE lessons will be made available, if it is deemed appropriate.

13. Over the course of their RSE at The Derby High School, at appropriate stages, all pupils will cover the following:

- Personal hygiene
- Male and female physical changes at puberty
- Male and female sexual organs
- Human reproduction - factually and with the correct vocabulary.
- Fertilisation and conception - natural and assisted - foetal development and childbirth
- Family planning and methods of contraception, including abstinence.
- A healthy pregnancy
- The menopause
- Sexual relationships and sexual health, including delaying sexual activity
- Sexually transmitted infections (STIs), HIV and AIDS
- Abortion
- The risks of casual sex and promiscuous sexual behaviour, especially when intoxicated
- Porn in the real world
- The value of stable relationships; basic parenting skills
- The Law relating to sexual activity
- Negotiating skills, assertiveness and management of situations involving sexual activity
- Dealing with the emotions involved in relationships, sexual or otherwise

Furthermore:

1. The school seeks to provide a safe, secure learning environment for **R-Time** that enables young people to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults.
2. The school seeks to ensure all members of staff are role models for positive interpersonal relationships by providing training and regular opportunities to liaise with colleagues.
3. Group agreements (R-Time ground rules) are agreed with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.
4. Teachers will use distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas.

The **R-Time** programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives. Teachers will use a range of techniques to ensure all pupils have the opportunity to have questions answered. For example, all classes are encouraged to have an 'ask it basket' which allows questions to be posted throughout the lesson and for the teacher to either respond to immediately or look at after the lesson. Teachers are advised to keep a record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to **R-Time** learning which meets their needs and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by taking into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the **R-Time** curriculum.

By referring to the Equality Act 2010 we promote social learning and expect our pupils to show a high regard for the needs of others and will use **R-Time** as a vehicle to address diversity issues and to ensure equality for all.

We will ensure that equality obligations are fulfilled with regards to strands of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and their Line Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

How will we ensure inclusion and differentiate learning?

We identify pupils' different starting points by using baseline assessments that will be completed by pupils at the start of each module. These will allow pupils to demonstrate what they already know as well as what they are hoping to learn. At the end of each module teachers will complete a progress overview to indicate what all, most and some pupils know; this information will then guide future teachings of these topics, where applicable.

We respect pupils' unique starting points by providing learning that is relevant, age appropriate and not intended to shock. Pupils will always be encouraged to share their own experiences, should this be deemed appropriate to do so.

We ensure that pupils with special educational needs receive access to **R-Time** through making reasonable adjustments to make sure the **R-Time** environment and the lesson resources are as accessible as possible, and to this end individual teachers will consult with colleagues in Include where necessary.

IMPLEMENTATION of R-TIME

R-Time is embedded within the curriculum mainly through the 'spiral programme'. This means organising learning into a series of recurring themes. At each encounter, the demand increases and learning is progressively deepened, thus avoiding **R-Time** being a string of topics or disconnected issues.

We plan and evidence cross-curricular learning by completing whole school audits and making clear links between **R-Time** and other subject areas.

Timetabling R-Time

At both Key Stages, two 30-minute form periods per week are allocated to R-Time. Occasional 'Stop R Clock' days will be used throughout the year, with a minimum of one in-house Stop R Clock day to be incorporated into Experience Week. The theme of this will vary each year and may be timetabled to fulfil statutory requirements where necessary.

Our **R-Time** curriculum is mapped and planned effectively to ensure age-appropriate topics are delivered honestly and sensitively and that provides pupils with the opportunity to ask for further information and guidance should they need it. Our provision is further enriched by the opportunity to take part in an extensive range of extra-curricular activities, clubs or groups through **The Derby Diploma Programme**.

Who will be responsible for the curriculum?

The **R-Time** curriculum will be led by Mrs Kate Sieg-Hogg, Line Managed by Ms Lynn Provoost and supported by Miss Natalie Glancy. Mr Dave Pearson will take the lead on all matters related to The Duke of Edinburgh Award, RRSA and Enterprise Activities.

Teachers will be provided with a bank of resources and suggested teaching methodologies from which to select.

R-Time will be taught by an allocated teacher for the whole year. Ideally this will be the class form tutor to build upon the relationship that exists between pupil and form tutor so that together, through **R-Time** lessons, they can enhance personal development and monitor progress.

The school supports staff delivering **R-Time** to access appropriate CPD by providing half-termly CPD which are bespoke to the needs of staff at that particular stage of the year. These can be delivered as whole staff meetings or smaller forums allowing for information and guidance on subject knowledge and appropriate delivery techniques.

Mrs Kate Sieg-Hogg and Miss Natalie Glancy will keep up-to-date with all the demands of PSHE through the attendance at PSHE Association courses / conferences and other reputable agencies, such as the Personal Development Network.

Additional Elements to R-Time

All pupils in Year 9 will be provided with the opportunity to take part in **The Duke of Edinburgh Award Scheme**. This will be led and coordinated by Mr Dave Pearson. An initial introduction to the award will be given and then further lessons provided on the requirements of pupils. During Experience Week pupils will be provided the opportunity to embark on a 1-day expedition to fulfil this element.

There will also be a strong emphasis on the volunteering aspect with pupils throughout lessons.

As a prelude to The Duke of Edinburgh Award all pupils in Year 8 will be given an **Enterprise Challenge** with the aim to raise a set amount of money for the school's

chosen charity. Pupils will be expected to work independently and within a set time scale.

As a **Unicef Rights Respecting School** the Article of the Week will be referred to every lesson. This will support the main delivery in the morning R-Time session. Where possible, links should be made between the article of the week and the topic being taught.

Morning R-Time

R-Time also includes the remaining three registration periods when planned activities are delivered to pupils to support them in their education. These are:

- Weekly assembly delivered to whole year group by different members of staff.

Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Year 8	Year 9	Year 10	Year 11

- Data collection - pupils record their attendance, punctuality, ATL, behaviour, achievement points and attendance to enrichment activities in their planners. This data is provided via Edudek for all staff to access.
- Article of the Week - To support being a Rights Respecting School all pupils will be introduced to a set Article each week. This will be supported by resources generated by Unicef. A class poll will be taken to reflect the views and opinions of pupils.
- R-week - Emotion of the Week (SW), R of the Week (KSH) will all be recorded and reflected on.
- OuR Novel - To support the school focus of 'Reading for Pleasure' a different novel for each year group has been selected for each year group. This will be read to the pupils (using an audiobook) with pupils following in their own books. Discussion of the chapter should be had and where possible making reference to the Emotion, Word and R of the Week.

Careers Education Information and Guidance

Mrs Cath Linton is the appointed member of staff responsible for Students' Aspirations. In addition to the CEIaG Programme set up at The Derby High School, the Students' Aspirations Lead is responsible for generating all CEIaG resources for **R-Time** lessons. **The R-Time** lead will work alongside the Students' Aspirations Lead in identifying the time needed for relevant CEIaG to be delivered to pupils.

Every year each year group will receive at least one lesson during National Careers Week. Faculties will also run their own subject specific careers weeks at different times throughout the year: Creative Careers Week in November and Festival of Technologies in July.

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods in line with The Derby Way. We will ensure learning starts from where pupils are through baseline assessments which will have the aim to establish an understanding of existing knowledge and skills.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The **R-Time** programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as a facilitator.

We will ensure that those lessons on risky behaviours remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them before each of these topics. Materials will be selected to allow pupils to understand the key messages without resorting to shock tactics.

Behaviour will be managed according to the school's Behaviour Policy.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery, working closely with key subjects and liaising with both senior curriculum and the Inclusion team as appropriate. All links to other subjects will be clearly identified within each lesson.

What topics will be covered and broadly when?

R-Time will be delivered in modules that fit into the core themes of *Health and Wellbeing, Relationships and Living in the Wider World*. Topics will be revisited within the 5 year programme; however, all the content will be delivered to an age-appropriate level. The curriculum overview can be viewed on the school website. This is subject to change at the discretion of the **R-Time** Co-ordinator.

The use of visitors in the classroom

We will use external contributors in the following circumstances:

- Signposting for external agencies and sources of support, e.g. Janet Brabin - Road Safety
- Delivery of more subject specific advice and guidance, e.g. EPIC Risk Management
- Reinforcement of key messages by reputable agencies, e.g. PC Nadeem
- The teaching of accredited courses requiring qualified staff, e.g. Heart Start

We will ensure external contributors' input is part of a planned programme which it enhances by using a wide range of teaching and learning strategies.

IMPACT of R-TIME

How will we assess this learning?

We assess pupils' learning through 'The Big Question'. These are set questions for Health and Wellbeing and Relationships and Sex Education. At the end of each module pupils will complete this long-answer question reflecting and recalling information given throughout, as well as drawing on personal experiences where appropriate.

Pupils will also complete baseline assessments at the start of each module and reflection activities completed at the end of each lesson. All forms of assessment are

intended to inform future planning both in the short term, i.e. is there any information that has been misunderstood and needs returning to, and in the long-term; i.e. when pupils next return to this topic.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through consultation via the Year Council.

Pupils' needs along with the issues they are facing are identified by trends in internal data, i.e. CPOMs as well as local data generated from the #BeeWell Survey. Furthermore, the use of baseline assessments and reflection activities will allow tutors to tailor the needs to their specific class or, indeed, individuals.

Pupils' views of what is currently being taught and how, will help to inform the curriculum by regular evaluations. Pupils will complete an end of year review and have opportunities to review and reflect on their learning as a regular agenda item for Year and School Council.

Monitoring, reporting and evaluation

The delivery of the **R-Time** curriculum will be monitored in line with the whole school QA process and evaluated on an annual basis.

What is our policy on confidentiality?

The Derby High School is committed to safeguarding and promoting the welfare of children and young people and takes its statutory responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment.

Annual safeguarding training for all staff is an integral part of the school's CPD programme.

Due to the nature of the topics covered in the **R-Time** programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to pupils.

Responsibility for the implementation of this policy.

Link Governor (Personal Development) – Tracey Wood
Headteacher – Ms Helen Hubert
Deputy Headteacher (Inclusion and Safeguarding) – Mr D White
Assistant Headteacher – Ms Lynn Provoost
Head of Personal Development – Mrs Kate Sieg-Hogg
Assistant Head of Personal Development - Miss Natalie Glancy
Students' Aspirations Lead – Mrs Cath Linton
Lead Teacher for The Duke of Edinburgh Award Scheme
RRSA and Enterprise - Mr Dave Pearson
Form teachers
Parents and carers