

Appendix 1 - Localised Procedures

RSHE POLICY	
Localised School Based Procedures	
School Name:	Barlby High School
Principal:	Anouska Gardner
Designated Safeguarding Lead:	Anouska Gardner
RSHE Lead	Angela Milne
Implementation Date:	September 2026

Introduction

In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focus on the following key areas: -

- RSE Programmes of Study
- Health Education Programmes of Study
- Assessment

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact hello@bhs.hlt.academy

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
Year 7	<p>Within the Year 7 RSE programme, we focus on three main strands: Friendship, Respect and Relationships. This is the foundation of RSE at Barlby High School, meaning that we ensure that they have all the key underpinning knowledge to access all of our RSE content in later school years. We interleave these topics throughout their time with us to ensure that they have a strong understanding of healthy interpersonal relationships.</p> <p>The topics we cover which brings these three strands together are;</p> <ul style="list-style-type: none"> ● Consent and boundaries ● Respectful relationships ● What makes a good friend ● Friendships and managing them ● Being positive and having self esteem ● Pressure and influence ● What does it mean to be a man

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

We also ensure that the science curriculum supports and deepens students’ understanding of the biological aspects through the explicit teaching of;

- Reproductive organs

Year 8

Moving into year 8, we look deeper into healthy, respectful and consensual relationships linked to sex education. We give students the knowledge to form positive relationships around trust and understanding of your partner.

The topics we cover which brings this together are;

- Identity
- Introduction to relationships and sex education
- Being yourself and self love
- Healthy Respectful relationships
- What is love?
- Dealing with conflict
- Periods and menstrual cycle
- Introduction to contraception
- Sexual orientation

We also ensure that the science curriculum supports and deepens students’ understanding of the biological aspects through the explicit teaching of;

- Pregnancy and the menstrual cycle

Year 9

When students reach year 9, we move further into understanding the physical aspect of relationships, exploring risks, positive aspects, how to keep themselves safe, sexual consent and the law.

The topics we cover which brings this together are;

- Sexual consent and the law
- FGM and the law
- Relationship and Partners
- Domestic Abuse and Domestic Violence
- Why have sex and Delaying sexual activity
- What are STI’s, Treating STI’s and GUM clinics
- Contraception methods available
- Sexual Harassment and stalking
- HIV and Aids
- Aids prejudice and discrimination

We also ensure that the science curriculum supports and deepens students’ understanding of the biological aspects through the explicit teaching of;

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
	<ul style="list-style-type: none"> ● Transmission of diseases
Year 10	<p>In Year 10, we bring together past topics to look at the reality of relationships in the modern world, and understand the warning signs when looking at negative relationships. We also ensure that students are aware of the different types of abuse in relationships and that emotional abuse is as damaging as physical.</p> <p>The topics we cover which brings this together are;</p> <ul style="list-style-type: none"> ● Exploring Relationships and Sex Education ● Pleasure and delaying sex ● Campaigning against FGM ● Sexting nudes and dick pictures ● Online pornography (myths and reality) ● Porn and its impact on society ● Unhealthy relationships and sexual violence ● Sexualisation of the media <p>We also ensure that the science curriculum supports and deepens students' understanding of the biological aspects through the explicit teaching of;</p> <ul style="list-style-type: none"> ● Hormonal changes in puberty ● Reproduction and the menstrual cycle
Year 11	<p>When students reach their final year, we prepare students for life beyond Barlby as they go into adulthood. This means that the content is slightly more mature.</p> <p>The topics we cover which brings this together are;</p> <ul style="list-style-type: none"> ● Sexual Health ● Peer on peer bullying ● Fertility and what impacts it ● Alcohol and Bad choices ● Importance of sexual health ● Revisiting contraception ● Revisiting STI's ● Respect, Love and Relationships <p>We also ensure that the science curriculum supports and deepens students' understanding of the biological aspects through the explicit teaching of;</p> <ul style="list-style-type: none"> ● Disease vectors and STIs ● IVF

Health Education Programmes of Study

Relates to item 7.1 within the RSHE Policy

Year 7	<p>In Year 7, we strive to ensure that students are able to manage their self-care whilst navigating the changing landscape of their bodies as they approach adulthood.</p> <p>The topics we cover to ensure that this is the case are;</p> <ul style="list-style-type: none"> ● Puberty and Body Development ● Introduction to puberty ● Puberty in Females ● Puberty in Males ● Personal hygiene ● Growing up ● Self esteem ● Tooth decay and dental health
Year 8	<p>In Year 8 we look to reinforce the messages around mental health and wellbeing as students begin to become aware of the changes to themselves and others and start to judge themselves against others.</p> <p>To support students in their Physical and Mental Health we cover the following topics;</p> <ul style="list-style-type: none"> ● Health and wellbeing ● What is mental health? ● Positive Body Image ● Child Abuse ● Types of bullying ● Healthy eating and cholesterol ● Stress management
Year 9	<p>In Year 9 we ensure that students are further able to navigate their changing bodies and understand the increasing pressures which are being placed onto them from external factors, such as social media.</p> <p>We tie these themes together by studying the following topics;</p> <ul style="list-style-type: none"> ● Health and Wellbeing ● How self esteem changes ● What is a penis ● What is a vulva ● Bullying in all its forms ● Dealing with grief and loss ● Media and airbrushing ● Cancer prevention and healthy lifestyles
Year 10	<p>We continue to focus on Mental Health and Wellbeing in Year 10, but we study these themes at a deeper and more mature level, covering the following topics;</p> <ul style="list-style-type: none"> ● Child sexual abuse

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
	<ul style="list-style-type: none"> ● Screen time ● Common types of mental health ● Self harm ● Suicidal thoughts and feelings ● Promoting emotional wellbeing
Year 11	<p>Once students reach Year 11 we look to give them their final preparations for adulthood, and so cover the most mature themes in the course.</p> <ul style="list-style-type: none"> ● Adult health and looking after yourself ● Organ donation and donating blood ● Teenage pregnancy choices ● Abortion (moral, laws and ethics) ● Testicular and Prostate Cancer ● Cervical, breast and ovarian cancer ● Parenthood for teenagers ● Love and abuse

Assessment	
Relates to item 15.2 within the RSHE Policy	
<p>Topic Booklets</p> <p>For each thematic study, students are given a booklet to work in which allows them to record their knowledge, assess their understanding, and are used to ensure that students do not have gaps in their knowledge from any missed learning.</p> <p>Assessment Overview</p> <p>Regular and accurate assessment for learning is vital to ensure that staff and students are aware of the knowledge and understanding that they have both at the start, during, and the end of a topic. We also use this to ensure that students do not have, and are not picking up, misconceptions.</p> <p>Students are baseline assessed at the start of each unit with a draw/write activity.</p> <p>Students are then formatively assessed within each lesson using the Walkthru's such as Show Me Boards and No-Hands Questioning.</p> <p>Students are also formatively assessed each lesson with self assessments / review of learning within their booklets, which staff check to ensure that there are no misconceptions. Where these are found, they are addressed in the following lesson to ensure that they do not become embedded.</p> <p>All students are also formatively assessed at the end of each section of learning with a quiz</p> <p>The culmination of the assessment of learning for students in Key Stage 3 are summative assessments each January and June with a 50 min midpoint and endpoint assessment.</p>	

Assessment
Relates to item 15.2 within the RSHE Policy
Students in Key Stage 4 are formatively assessed and at the end of each section of learning with a quiz.
Quality Assurance To ensure that the RSHE course is robust it is quality assured through learning walks, book-looks and student voice in a 360 degree assurance programme, in the same manner as the other subjects.