

Appendix 1 - Localised Procedures

| RSHE POLICY | |
|--|-----------------|
| Localised School Based Procedures | |
| School Name: | Compass Academy |
| Principal: | Claire Horne |
| Designated Safeguarding Lead: | Ben Holdstock |
| RSHE Lead | Emma Jackson |
| 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@com.hlt.academy

| RSHE Programmes of Study | |
|--|---|
| Relates to item 5.1 within the RSHE Policy | |
| Tier 1 | <p>Autumn HT2</p> <ul style="list-style-type: none"> ● Respectful relationships-Tolerance: What tolerance requires, including the importance of tolerance of other people’s beliefs. <p>Summer HT1</p> <ul style="list-style-type: none"> ● Families: That there are different types of committed, stable relationships. ● Families: How these relationships might contribute to wellbeing, and their importance for bringing up children. ● Families: Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. ● Families: How families and relationships change over time, including through birth, death, separation and new relationships. ● Families: The roles and responsibilities of parents with respect to raising children, including the |

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

characteristics of successful parenting and the importance of the early years of a child's life for brain development.

- What is a bad friend? What are red flags in relationships? Families: How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Tier 2

Autumn HT2

- Online Safety and Awareness: Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online Safety and Awareness: Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- Online Safety and Awareness: The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Online Safety and Awareness: Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- Online Safety and Awareness: That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
- Online Safety and Awareness: What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- Online Safety and Awareness: About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- Online Safety and Awareness: That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- Online Safety and Awareness: That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- Online Safety and Awareness: How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

and/or illegal behaviour and how to seek support about concerns.

- Online Safety and Awareness: How information and data is generated, collected, shared and used online.
- Online Safety and Awareness: That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
- Online Safety and Awareness: That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- Online Safety and Awareness: That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Summer HT1

- Respectful Relationships: The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- Respectful relationships: How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- Respectful relationships: The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- Respectful relationships: What tolerance requires, including the importance of tolerance of other people's beliefs.
- Respectful relationships: The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- Respectful relationships: The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- Respectful relationships: Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- Respectful relationships: The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- Respectful relationships: How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

- Respectful relationships: How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

Summer HT2

- Drugs, alcohol, tobacco and vaping An introduction to the facts about which drugs are illegal, the risks of taking illegal drugs.
- Drugs, alcohol, tobacco and vaping: The law relating to the supply and possession of illegal substances.
- Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
- Drugs, alcohol, tobacco and vaping: The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
- How safe are legal drugs? The dangers of the misuse of prescribed and over-the-counter medicines.
- Drugs, alcohol, tobacco and vaping The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
- Drugs, alcohol, tobacco and vaping The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease),
- Drugs, alcohol, tobacco and vaping: The benefits of quitting smoking/vaping and how to access support.

Tier 3

Summer HT1

- Intimate/sexual relationships: That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- Intimate/sexual relationships: The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- Intimate/sexual relationships: Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
- Intimate/sexual relationships: That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- Intimate/sexual relationships: That some sexual behaviours can be harmful including inappropriate touch.
- Intimate/sexual relationships: The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
- Intimate/sexual relationships: That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
- Intimate/sexual relationships: How the different sexually transmitted infections (STIs), including

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

- HIV, are transmitted. How risk can be reduced through safer sex (including through condom use).
- Intimate/sexual relationships: The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
- Intimate/sexual relationships: How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- Intimate/sexual relationships: How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- Being Safe: How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Summer HT2

- Being Safe: How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
- Being Safe: That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- Being Safe: How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
- Being Safe: How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- Being Safe: What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- Being Safe: That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- Being Safe: The concepts and laws relating to sexual violence, including rape and sexual assault.
- Being Safe: The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- Being Safe: The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- Being Safe: That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- Being Safe: The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- Being Safe: The concepts and laws relating to forced marriage.
- Being Safe: Victim support - How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

where to report abuse, and where to seek medical attention when required, for example after an assault.

Health Education Programmes of Study

Relates to item 7.1 within the RSHE Policy

Tier 1

Autumn HT2

- Health protection/prevention. Who can help me? Parents? School? Intro to local healthcare system-School nurse? Role of CAMHS? GP?How to seek help via local third sector partner.

Spring HT1

- Physical health and fitness: What does it mean to be healthy? The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
- Healthy Eating: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease
- Physical health and fitness: That physical activity can promote wellbeing and combat stress.
- Healthy Eating: The risks of unhealthy weight gain, what is obesity? Including links to increased risks of type 2 diabetes and cardiovascular disease.
- Developing bodies : The main changes which take place in males and females, and the implications for emotional and physical health.
- Developing bodies: The facts about puberty, the changing adolescent body in both males/females including brain development.
- Developing bodies: About menstrual and gynaecological health, including: what is an average period; period products.

Summer HT2

- Wellbeing online: About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- Wellbeing online: 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;
- The impact that an over-reliance on online relationships, including relationships formed through social media, can have.
- Wellbeing online: 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.
- Wellbeing online: How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- Wellbeing online: The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
- Wellbeing online: The serious risks of viewing online content that promotes self-harm, suicide or

| | |
|----------------------|--|
| | <p>violence, including how to safely report this material and how to access support after viewing it.</p> |
| <p>Tier 2</p> | <p>Spring HT1</p> <ul style="list-style-type: none"> ● Mental wellbeing: What can we do to lead a healthy lifestyle?The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. ● Mental wellbeing: How to critically evaluate which activities will contribute to their overall wellbeing. ● Mental wellbeing:That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ● Mental wellbeing:How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● Mental wellbeing:That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. ● Mental wellbeing: Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. ● Mental wellbeing: Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it’s possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. ● Risks associated with negative coping mechanisms: Mental wellbeing: That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. |
| <p>Tier 3</p> | <p>Autumn HT2</p> <ul style="list-style-type: none"> ● Personal safety Curriculum content: 1. How to identify risk and manage personal safety in increasingly independent situations. ● Personal safety How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. ● Personal safety: How to develop key social and emotional skills that will increase pupils’ safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. ● Personal safety: Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. ● Personal safety: The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). ● Personal safety: The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. <p>Spring HT1</p> <ul style="list-style-type: none"> ● Health protection/prevention: What is independent self care? Why is it important in preventing |

| | |
|--|---|
| | <p>health concerns? Introduce the concept of Gillick competence. That the legal age of medical consent is 16.</p> <ul style="list-style-type: none"> ● Health protection/ prevention: 2.The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. ● Health protection/prevention:The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. ● Health protection/ prevention:Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. ● Health protection/prevention: Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. ● Health protection/prevention:How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. ● Health protection/prevention:The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. ● Health protection/prevention: How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; the role of local pharmacies. ● Health protection/prevention: How to navigate their local healthcare system: accessing sexual health and family planning clinics; access to family planning. ● Health protection/prevention: Where to access mental health support-stigma associated with MH. ● Health protection/prevention: What other support networks are there? An opportunity to showcase wider services (target relevant support in line with group/cohort needs). |
|--|---|

| Assessment |
|---|
| <p>Relates to item 15.2 within the RSHE Policy</p> |
| <p>When monitoring the impact of the RSHE curriculum, the school considers a range of measures in ensuring outcomes for all pupils.</p> <p>The impact of the RSHE curriculum is assessed in a number of ways, including:</p> <ul style="list-style-type: none"> ● analysis of safeguarding and behaviour trends/feedback data ● pupil voice feedback ● assessment of pupil knowledge trackers ● ‘Class council’ feedback ● staff feedback from ‘PSHE’ lessons, ‘Deep Learning Day’ and wider curriculum activities ● stakeholder voice including gathering informal feedback from external partners and parents/carers ● quality assurance of ‘PSHE’ outcomes achieved through PSHE lessons and wider opportunities throughout the curriculum. ● pupil ‘Motional’ assessments and the monitoring of safeguarding/wellbeing trends. ● monitoring of Smoothwall trends. |