

Appendix 1 - Localised Procedures

RSHE POLICY	
Localised School Based Procedures	
School Name:	Vale of York Academy
Principal:	Alexis Green-Harding
Designated Safeguarding Lead:	Grace Cook
RSHE Lead	Joe Marucci
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@voy.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 two main strands: puberty and what makes a positive relationship. This is the beginning of RSE at Vale of York Academy, meaning that we ensure they have all the key knowledge in order to access all of our RSE content in later school years. With us revisiting topics to ensure vital messages are received.</p> <ul style="list-style-type: none"> ● Puberty and Emotional Changes ● Menstrual Wellbeing ● Healthy and Unhealthy Relationships ● Managing Conflict ● Introduction to Consent <p>Fertility - Taught in Science:</p> <ul style="list-style-type: none"> ● What is fertility? ● Pregnancy

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

Year 8	<p>In year 8, we look into expectations of relationships and steering our students away from peer pressure, allowing students to feel free and safe in their own choices. Also, exploring the differences in types of relationships and the core values of why we have relationships.</p> <ul style="list-style-type: none"> ● Relationship Values ● Influences on Relationship Expectations ● Peer Pressure and Relationships ● Sexual Orientation ● Consent - Avoiding Assumptions
Year 9	<p>When students get into year 9, we turn our attention to positive sexual behaviours and explore the risks around sexual relationships and how to form positive relationships around trust and understanding of your partner. This includes:</p> <ul style="list-style-type: none"> ● Respectful Relationship Behaviours ● Freedom and Capacity to Consent (Revisited) ● Sexual Health ● Contraception ● Managing the End of a Relationship
Year 10	<p>In Year 10, we bring together all past knowledge together to make this more relevant to them in guiding students to understand what a 'real' relationship should be like and understanding warning signs when they're in a negative relationship. To also understand that not all abuse is physical and that emotional abuse can be just as damaging as physical. This includes:</p> <ul style="list-style-type: none"> ● The Role of Intimacy and Pleasure ● The Impact of Pornography ● Pressure, Persuasion and Coercion ● Managing Relationship Conflict & Breakups (Revisit) ● Addressing Relationship Abuse.
Year 11	<p>In year 11, our drive is to prepare our students for adulthood, meaning the content we look at has slightly more mature themes as our students prepare for the wider world of relationships. In this, we include:</p> <ul style="list-style-type: none"> ● Family Conflict ● Long Term Commitments ● Sexual Health, Fertility and Routes to Parenthood ● Pregnancy Outcomes ● Abortion

Health Education Programmes of Study

Relates to item 7.1 within the RSHE Policy

Year 7	<p>In Year 7, we strive to focus not only on the national curriculum but make this relevant to our local area and respond to our local community. Also, allowing students to realise that there is support in our area. With this being our key factors, we focus on:</p> <ul style="list-style-type: none"> ● Understanding Drugs ● County Lines ● Vaping and Smoking ● The risks of Alcohol <p>As well as this, we also focus largely on mental health and factors that can impact this. We look into:</p> <ul style="list-style-type: none"> ● What is mental health? ● How can we support our own mental health? ● How can we support others' mental health?
Year 8	<p>In Year 8, we want to reinforce old messages as well as introducing new ones. In doing this, we separate the content into two health and wellbeing categories. These being Drug Awareness and The Human Body. We look into:</p> <p>In the Drug Awareness topic we look into:</p> <ul style="list-style-type: none"> ● Drug Awareness (Revisited) ● Drugs and the Law ● Tobacco - Risks and Influences (Revisited) ● Addiction <p>In The Human Body topic we look into:</p> <ul style="list-style-type: none"> ● Body Image ● Body Image and Social Media ● Menstrual Wellbeing ● Female Genital Mutilation
Year 9	<p>In Year 9, we have a larger push on mental health. Revisiting the old topics, whilst discussing new content. We aim to break down stigmas and allow students to know that struggling with mental health isn't a reflection on character and where to access support. Whilst looking into this topic, we focus on:</p> <ul style="list-style-type: none"> ● Dealing with stress (Revisit) ● Depression and Panic Attacks ● Mental Health and Eating Disorders ● Mental Health and Self Harm ● Mental Health and Self-Esteem (Revisit) ● Recognising Concerns ● Being Healthier ● Mindfulness (Revisit)

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
Year 10	<p>In Year 10, we focus largely on diseases and spotting warning signs early on. As well as this, we will be revisiting past topics on drugs but looking at more specific examples relating this as well to County Lines. Topics covered are:</p> <p>Diseases</p> <ul style="list-style-type: none"> ● Health Vaccination and Stem Cells ● Cancer ● Testicular Cancer and checks ● Breast cancer and cervical screening ● Reproductive Health and Fertility ● CPR and Defibrillators ● Grief and Bereavement <p>Drugs</p> <ul style="list-style-type: none"> ● Cannabis and Spice ● Ecstasy ● Crack Cocaine ● Date Rape Drugs
Year 11	<p>As students get into Year 11, our primary focus is to ensure that the information they have collated through school is now widened and useful for them to retain in adulthood. An overview of the topics they study in our Health and Wellbeing sessions are:</p> <ul style="list-style-type: none"> ● Breaking Down the Mental Health Stigma ● Panic Disorders ● Maintaining Positive Mental Health in Adulthood

Assessment
Relates to item 15.2 within the RSHE Policy
<p>Tests: <i>Regular and accurate testing to ensure important knowledge is understood and to avoid misconception. This is in the form of formative assessment regularly to ensure students are getting the most out of each topic.</i></p> <p>Termly booklooks: <i>Ensuring students are recording information and understanding topics. This is done after each thematic study to limit moving onto a topic with gaps in knowledge or missed lessons equaling missed learning time.</i></p> <p>Self-evaluations: <i>Booked into our busy curriculum, we have lessons dedicated to self evaluation and reflection. Allowing students to revisit areas that students are less confident in to allow our curriculum to be accessible for all students.</i></p>

Assessment
Relates to item 15.2 within the RSHE Policy
Presentations: <i>Students are given the opportunity to teach what they learn to solidify knowledge and develop wider skills whilst using that knowledge. This is marked and assessed by the class teacher on three aspects. Knowledge, Presentation and Accessing support - where can they find supportive means.</i>