



The High School
Leckhampton

Relationships & Sex Education Policy

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1. Values and Aims

At the High School Leckhampton we are committed to ensuring that school is a safe, happy environment with a calm, purposeful atmosphere, where all pupils thrive.

We recognise the need for a sensitive approach in the area of Relationship and Sex Education (RSE), partly because of the potentially controversial issues dealt with, but also because of the difficulties some adolescents experience in developing their own value system. We believe that school should work with parents to ensure our pupils receive proper and purposeful guidance.

The aim is that this policy contributes to our ethos of valuing and including each individual in the school community.

The broad aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensible questions can be asked and sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexuality and the process of reproduction as well as the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships and dispel any misconceptions
- Teach pupils the correct vocabulary to describe themselves and their bodies

- To help young people understand the value of a loving and healthy relationship (in whatever form it takes), stable family life, and the responsibility of parenthood

We will attempt to foster:

- personal responsibility in all forms of behaviour
- self-esteem
- respect for self and consideration for others
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class
- A culture in which we explore rights, duties, consent (in all forms) and responsibilities in relationships

Within these aims, students will be given:

- Objective factual information about the human body and its changes including information about reproduction, control of fertility, safer sex, sexuality, gender recognition and gender identity, sexual relationships and information about confidential helping services
- Opportunities to explore the dangers of sexually transmitted diseases, how to avoid them and their treatment
- Opportunities to clarify different attitudes towards friendships, sexuality and gender
- Opportunities to explore some moral issues – hearing the points of view of others and respecting other peoples' decisions, right and bodies
- A chance to explore ideas about family, marriage, parenting and the ways in which people care for each other and the benefits of stable relationships

The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHE framework, (See p.14 Sex & Relationship Guidance, DfE 0116/2000)

2. Statutory Requirements

This policy covers our school's approach to RSE and has been developed in response to the Sex & Relationships Guidance DfES 2000 and further updated following the 2019 DfE Education Relationships Sex Education (RSE) and Health guidance.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy Development

This policy has been developed in consultation with staff. During the Academic Year 2022-23 we will continue to seek the views of other stakeholders, including parents and pupils.

4. Definition

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 not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per *Appendix 1* but we may need to adapt it as and when necessary.

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

All topics will be delivered with sensitivity. For example, we will make clear the qualities that make up a healthy relationship; we will make clear the risks involved in early sexual activity; we will make clear that underage sex is illegal and we will discuss the benefits of 'waiting' as an alternative. Within each year group there is an emphasis on healthy relationships and recognizing the warning signs of abuse. Furthermore in light of the new Statutory Framework, a number of topics are included in the Year 9 programme of study. These include issues surrounding Healthy Relationships, Sexting, Grooming, Child Exploitation and Pornography. Consent is also discussed in Year 9 within the context of relationships; this again follows on from previous lessons building in development of assertiveness. However, we will be pragmatic in our approach as we recognise that a teacher may be the only person a student experiencing such difficulties can turn to. In specific circumstances when students need help or are at risk it is important that they know that they can approach a teacher without fear of disapproval or punishment.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Confidentiality

Pupils will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- Disclosure or suspicion of possible abuse
- Disclosure of pregnancy. The DSL will deal with any disclosure of this nature

Use of Visitors

The PSHE Co-ordinator will be in charge of booking all visitors for delivery of PSHE lessons. When booking visitors, the PSHE coordinator will consider carefully:

- The visitor's suitability for delivering the programme
- The programme's suitability for the age groups targeted
- The visitor's role in relation to the teacher and pupils, e.g. adviser, consultant, lecturer?

See the Visiting Speaker Policy.

Disclosure

- Pupils are discouraged from disclosing intimate details which are likely to cause subsequent embarrassment
- Pupils are required to respect the privacy of themselves and others

Questions

- No questions have to be answered quickly
- Not all questions have to be answered publicly
- Some questions the teacher may not be able to answer

7. Roles and Responsibilities

7.1 The Governing Body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 Staff

The DSL has responsibility for ensuring that RSE is delivered in line with this policy. The DSL is responsible for managing requests to withdraw pupils from non-statutory components of RSE (*see section 8*).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the DSL and/or the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' Right to withdraw

Parents will not be asked to discuss personal experiences in front to others. If they would like to share, this can be done in private with a member of staff whom they feel comfortable with. If there are safeguarding or child protection concerns the DSL will be informed and we will follow our Child Protection and Safeguarding Policy.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the PSHE co-ordinator.

A copy of withdrawal requests will be placed in the pupil's educational record. The PSHE co-ordinator will discuss the request with parents and take appropriate action. Once a child has been withdrawn, they cannot take part in later sex education without parental approval.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff delivering RSE are given appropriate training.

The PSHE co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Alice O’Riordan (DSL) through:

- Learning walks, pupil and teacher feedback
- Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems
- This policy will be reviewed by the DSL annually. At every review, the policy will be approved by The Governing Body.

11. Links with other policies

This policy links to the following policies and procedures:

- Visiting Speaker Policy
- PSHE Policy
- Social, Moral, Spiritual & Cultural Policy
- Equality Information & Objectives (Public Sector Equality Duty) Policy

Rights Respecting School Statement

The contents of this policy have been reviewed taking into account The High School Leckhampton's responsibilities as a Rights Respecting School. In particular, our commitment to the following articles of the Convention of The Rights of The Child:

Article 28: (Right to Education): *The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.*

Article 29: (Goals of Education): *Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to love peacefully, protect the environment and respect other people.*

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Programme

THSL Relationships and Sex Education

Relationships and Sex Education	By the end of secondary school, pupils should know:
Families	<ul style="list-style-type: none"> ▪ that there are different types of committed, stable relationships. ▪ how these relationships might contribute to human happiness and their importance for bringing up children. ▪ what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ▪ why marriage is an important relationship choice for many couples and why it must be freely entered into. ▪ the characteristics and legal status of other types of long-term relationships. ▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ▪ how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship. ▪ practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). ▪ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. ▪ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ what constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

<p>Online and media</p>	<ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ▪ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ▪ what to do and where to get support to report material or manage issues online ▪ the impact of viewing harmful content. ▪ that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ how information and data is generated, collected, shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ▪ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> ▪ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ▪ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing. ▪ the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available. ▪ the facts around pregnancy including miscarriage. ▪ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ▪ how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ how the use of alcohol and drugs can lead to risky sexual behaviour. ▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

THSL RSE

	Year 7	Year 8	Year 9	Year 10	Year 11
Families	PM Tutor Sessions: EC Publishing – Different Families	PM Tutor Sessions: PSHE Association – Parenting PSHE Association – Commitment (FASTN)	PM Tutor Sessions: EC Publishing – Conflict at Home	PM Tutor Sessions: PSHE Association’s Family Life Resources	PM Tutor Sessions: PSHE Association’s Family Life Resources
Respectful relationships, including friendships	PM Tutor Sessions: EC Publishing - Understanding Identity Rise Above Resource – Forming positive relationships (friendships). PSHE Association -Puberty and Relationships PSHE Association – Healthy Relationships PSHE Association – Introducing Consent	PM Tutor Sessions: Rise Above Resource – Bullying and Cyberbullying. PSHE Association - ‘I’m with Sam’ Resource - Discrimination PSHE Association – Sexual Orientation and Gender Identity PSHE Association – Relationship Values PSHE Association – Introducing Consent PSHE Association – Parenting	PM Tutor Sessions: Childnet Resource – Struggling Online PSHE Association – Romantic Relationships PSHE Association – Capacity to Consent PSHE Association – Relationship Expectations NSPCC – Gender Stereotypes Home Office – Making Disclosures of Abuse	PM Tutor Sessions: Childnet Resource – Peer Pressure PSHE Association – Identifying Healthy and Unhealthy Relationships PSHE Association – Managing Conflict in Relationships PSHE Association – Addressing Relationship Abuse Home Office (Disrespect Nobody) - Consent	PM Tutor Sessions: Childnet Resource – Online Healthy and Unhealthy Relationships. Alice Ruggles Resource – Stalking and Harassment Home Office – Relationship Rights and Reporting Abuse Home Office – Confidently Seeking Support

	<p>PSHE Days: Rob Higgs – Bullying speaker.</p> <p>1 hour tutor session on bullying.</p>	<p>PSHE Days:</p> <p>1 hour tutor session on relationships.</p> <p>1 hour tutor session on racism.</p> <p>Extra: Chelsea’s Choice</p>	<p>PSHE Days:</p> <p>‘FIT’ Stonewall DVD Resource.</p> <p>1 hour tutor session on discrimination.</p>	<p>PSHE Days:</p> <p>DAES Drugs speaker (drugs can lead to risky sexual behaviour)</p> <p>BBC Teach – Sexual Harassment (under review)</p>	<p>PSHE Days:</p> <p>Emma Beckett – Domestic Abuse speaker.</p> <p>BBC ‘Sexual Consent’ court case.</p>
Online and media	<p>PSHE Days:</p> <p>1 hour with the School Beat Officer.</p> <p>1 hour tutor session on online safety.</p>	<p>PM Tutor Sessions:</p> <p>Rise Above Resource – Bullying and Cyberbullying.</p> <p>Extra: Chelsea’s Choice</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Sexting, peer pressure and consent.</p> <p>Childnet Resource – Struggling Online</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Peer Pressure</p> <p>PSHE Association – Managing Conflict in Relationships</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Online Pornography.</p> <p>EC Publishing – Up Skirting and Revenge Porn</p>
Being safe	<p>PM Tutor Sessions:</p> <p>PSHE Association – Healthy Relationships</p> <p>PSHE Association – Introducing Consent</p> <p>PSHE Association – Healthy Relationships</p> <p>PSHE Days:</p>	<p>PM Tutor Sessions:</p> <p>PSHE Association – Introducing Consent</p> <p>Rise Above Resource – Bullying and Cyberbullying.</p> <p>PSHE Association – Sexual Orientation and Gender Identity</p> <p>PSHE Association – Relationship Values</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Sexting, peer pressure and consent.</p> <p>Childnet Resource – Struggling Online</p> <p>PSHE Association – Capacity to Consent</p> <p>Home Office – Making Disclosures of Abuse</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Peer Pressure</p> <p>PSHE Association – Identifying Healthy and Unhealthy Relationships</p> <p>GHLL Resource – Sexual Exploitation</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Online Healthy and Unhealthy Relationships.</p> <p>Alice Ruggles Resource – Stalking and Harassment</p> <p>Home Office – Relationship Rights and Reporting Abuse</p>

	1 hour with the School Beat Officer	Extra: Chelsea’s Choice	PSHE Association – Relationship Expectations	PSHE Association – Managing Conflict in Relationships PSHE Association – Addressing Relationship Abuse Home Office (Disrespect Nobody) - Consent PSHE Days: BBC Teach – Sexual Harassment (under review)	Home Office – Confidently Seeking Support GHLL Resource - FGM PSHE Days: Emma Beckett – Domestic Abuse speaker. BBC ‘Sexual Consent’ court case.
Intimate and sexual relationships, including sexual health	PM Tutor Sessions: PSHE Association -Puberty and Relationships PSHE Association – Healthy Relationships PSHE Association – Introducing Consent	PM Tutor Sessions: PSHE Association – Sexual Orientation and Gender Identity PSHE Association – Relationship Values PSHE Association – Introducing Consent PSHE Association – Parenting Extra: Chelsea’s Choice PSHE Days:	PM Tutor Sessions: Crossing the Line Resource – Sexting, peer pressure and consent. Childnet Resource – Struggling Online PSHE Association – Romantic Relationships PSHE Association – Capacity to Consent PSHE Association – Relationship Expectations	PM Tutor Sessions: Childnet Resource – Peer Pressure PSHE Association – Identifying Healthy and Unhealthy Relationships PSHE Association – Managing Conflict in Relationships PSHE Association – Addressing Relationship Abuse Home Office (Disrespect Nobody) - Consent	PM Tutor Sessions: Childnet Resource – Online Healthy and Unhealthy Relationships. Alice Ruggles Resource – Stalking and Harassment Home Office – Relationship Rights and Reporting Abuse Home Office – Confidently Seeking Support PSHE Association - Abortion

		I hour tutor session on sexting.	<p>NSPCC – Gender Stereotypes</p> <p>Home Office – Making Disclosures of Abuse</p> <p>PSHE Days: Naomi Cooper – Eddystone speaker (sexual health and condom Olympics)</p> <p>1 hour session on Sex Education, including contraception, pregnancy and STIs.</p>	<p>PSHE Days: DAES Drugs speaker (drugs can lead to risky sexual behaviour)</p> <p>Emma Cole – HIV Speaker.</p> <p>1 hour session on STIs.</p> <p>BBC Teach – Sexual Harassment (under review)</p>	<p>PSHE Days: Emma Beckett – Domestic Abuse speaker.</p> <p>BBC ‘Sexual Consent’ court case.</p>
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THSL RSE Sessions

Year 7	Year 8	Year 9	Year 10	Year 11
<p>PM Tutor Sessions:</p> <p>EC Publishing - Understanding Identity</p> <p>Rise Above Resource – Forming positive relationships (friendships).</p> <p>PSHE Association -Puberty and Relationships</p>	<p>PM Tutor Sessions:</p> <p>Rise Above Resource – Bullying and Cyberbullying.</p> <p>PSHE Association - ‘I’m with Sam’ Resource - Discrimination</p> <p>PSHE Association – Sexual Orientation and Gender Identity</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Struggling Online</p> <p>PSHE Association – Romantic Relationships</p> <p>PSHE Association – Capacity to Consent</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Peer Pressure</p> <p>PSHE Association – Identifying Healthy and Unhealthy Relationships</p> <p>PSHE Association – Managing Conflict in Relationships</p>	<p>PM Tutor Sessions:</p> <p>Childnet Resource – Online Healthy and Unhealthy Relationships.</p> <p>Alice Ruggles Resource – Stalking and Harassment</p> <p>Home Office – Relationship Rights and Reporting Abuse</p>

<p>PSHE Association – Healthy Relationships</p> <p>PSHE Association – Introducing Consent (Yr7)</p> <p>EC Publishing – Different Families</p> <p>PSHE Days:</p> <p>Rob Higgs – Bullying speaker.</p> <p>1 hour tutor session on bullying.</p> <p>1 hour with the School Beat Officer.</p> <p>1 hour tutor session on online safety.</p> <p>Extra:</p> <p>Year 7 tutor programme led by CS</p>	<p>PSHE Association – Relationship Values</p> <p>PSHE Association – Introducing Consent (Yr8)</p> <p>PSHE Association – Parenting</p> <p>PSHE Association – Commitment (FASTN)</p> <p>PSHE Days:</p> <p>1 hour tutor session on relationships.</p> <p>1 hour tutor session on racism.</p> <p>1 hour tutor session on sexting.</p> <p>Extra:</p> <p>Chelsea’s Choice</p>	<p>PSHE Association – Relationship Expectations</p> <p>Home Office – Making Disclosures of Abuse</p> <p>Childnet Resource – Sexting, peer pressure and consent.</p> <p>NSPCC – Gender Stereotypes</p> <p>EC Publishing – Conflict at Home</p> <p>PSHE Days:</p> <p>‘FIT’ Stonewall DVD Resource (Homophobia and Stereotyping).</p> <p>1 hour tutor session on discrimination.</p> <p>Naomi Cooper – Eddystone speaker (sexual health and condom Olympics)</p> <p>1 hour session on Sex Education, including contraception, pregnancy and STIs.</p>	<p>PSHE Association – Addressing Relationship Abuse</p> <p>Home Office (Disrespect Nobody) – Consent</p> <p>GHLL Resource – Sexual Exploitation</p> <p>PSHE Days:</p> <p>DAES Drugs speaker (drugs can lead to risky sexual behaviour)</p> <p>Emma Cole – HIV Speaker.</p> <p>1 hour tutor session on STIs.</p> <p>BBC Teach – Sexual Harassment (under review)</p>	<p>Home Office – Confidently Seeking Support</p> <p>Childnet Resource – Online Pornography.</p> <p>EC Publishing – Upskirting and Revenge Porn</p> <p>PSHE Association – Abortion</p> <p>GHLL Resource – FGM (HE)</p> <p>PSHE Days:</p> <p>Emma Beckett – Domestic Abuse speaker.</p> <p>BBC ‘Sexual Consent’ court case.</p>
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Appendix 2: By the end of Secondary School Pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
<p>Online and Media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
<p>Being Safe</p>	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Relationships and Sex Education - Autumn Term

Recommended Date	Year 7	Year 8	Year 9	Year 10	Year 11
September	Rise Above Resource – Forming positive relationships (friendships)	Rise Above Resource – Bullying and Cyberbullyin	Childnet Resource – Struggling Online	Childnet Resource – Peer Pressure	Childnet Resource – Online Healthy and Unhealthy Relationships
September	EC Publishing - Understanding Identity	PSHE Association - 'I'm with Sam' Resource - Discrimination	PSHE Association – Romantic Relationships	PSHE Association – Identifying Healthy and Unhealthy Relationships	Alice Ruggles Resource – Stalking and Harassment
1st Whole School PSHE Session					
October	PSHE Association – Healthy Relationships	PSHE Association – Sexual Orientation and Gender Identity	PSHE Association – Capacity to Consent	PSHE Association – Managing Conflict in Relationships	Home Office – Relationship Rights and Reporting Abuse
October	PSHE Association – Introducing Consent (Yr7)	PSHE Association – Relationship Values	Home Office – Making Disclosures of Abuse	PSHE Association – Addressing Relationship Abuse	Home Office – Confidently Seeking Support
Half Term Holiday					
November	EC Publishing – Different Families	PSHE Association – Introducing Consent (Yr8)	Childnet Resource – Sexting, peer pressure and consent	Home Office (Disrespect Nobody) – Consent & Movember Resource	Childnet Resource – Online Pornography.
2nd Whole School PSHE Session					
November	PSHE Association - Puberty and Relationships	PSHE Association – Parenting	NSPCC – Gender Stereotypes	GHLL Resource – Sexual Exploitation	EC Publishing – Upskirting and Revenge Porn
December		PSHE Association – Commitment (FASTN)	EC Publishing – Conflict at Home		PSHE Association – Abortion

Health Education – Spring Term

Recommended Date	Year 7	Year 8	Year 9	Year 10	Year 11
January	PSHE Association – Attitudes to mental health	PSHE Association – Digital Resilience	Rise Above Resource – Unhelpful thoughts	PSHE Association – New Challenges	PSHE Association – Recognising mental ill-health and when to get help.
3rd Whole School PSHE Session					
January	PSHE Association – Promoting emotional wellbeing and resilience.	Rise Above Resource – Building Connections	PSHE Association – Healthy coping strategies	PSHE Association – Reframing negative thinking.	PSHE Association – Gambling (3 sessions)
February	Rise Above Resource – The Worry Tree	PSHE Association Drugs – Tobacco	Rise Above Resource – Dealing with change	Killer Punch Resource – Anger Management	Teenage cancer trust resource
Half Term Holiday					
February	PSHE Association Drugs – Caffeine Consumption/Energy Drinks	PSHE Association Drugs – Alcohol	Rise Above Resource – Online Stress and FOMO	Rise Above Resource – Body Image in a digital world	PSHE Association Drugs – Substance use and assessing risk
4th Whole School PSHE Session					
March	PSHE Association – The Sleep Factor	St John’s Ambulance Resource – First Aid	PSHE Association Drugs – Exploring Attitudes	Rise Above Resource – Sleep	PSHE Association Drugs – Substance use and managing influence
March	PSHE Association – Dental Health	Rise Above Resource – Emotional Effects of Puberty	PSHE Association Drugs – Drugs, the law and managing risk (& cannabis)	St John’s Ambulance Resource – First Aid	PSHE Association Drugs – Help seeking and sources of support