



# Relationships and Sex Education Policy (2022 - 2023)

<b>Approved by:</b>	Northwood School Leadership Group	<b>Date:</b> July 2021
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<b>Last reviewed on:</b>	July 2021 by Leadership Group
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<b>Next review due by:</b>	July 2022
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## **1. Aims**

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Knowledge and skills to protect themselves and their peers whilst at school and in the future.

RSE is delivered as part of a wider framework/curriculum of Personal Social Health and Citizenship Education (PSHCE)

## **2. Statutory requirements**

As a secondary academy school we must provide RSE to all pupils as per Section 34 of the Children and Social Work Act 2017 (<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>).

In teaching RSE, we are required by our funding agreements to have regard to Department for Statutory Guidance (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) issued by the Secretary of State as outlined in Section 403 of the Education Act 1996 (<https://www.legislation.gov.uk/ukpga/1996/56/contents>)

At Northwood School we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with governors, staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. Pupil consultation – we investigated what exactly pupils want from their RSE through conversations with students. *[DRAFT Policy: September 2020]*
2. Staff consultation – all school staff and governors were given the opportunity to look at the DRAFT policy and make recommendations. *[November 2020]*
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the DRAFT policy. Small changes to certain wordings were made and the creation of an anonymous question box following parents/carers ambassador feedback. *[December 2020]*
4. Ratification – once amendments were made, the policy was shared with governors and ratified. *[January - February 2021]*
5. Review: The RSE policy will be reviewed annually.

#### **4. Definitions**

RSE is about the emotional, social and cultural development of pupils, and involves learning about:

- relationships
- sexual health
- sexuality
- healthy lifestyles
- diversity
- personal identity

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Safeguarding pupils is an integral part of RSE and is compulsory. Students cannot be withdrawn from key lessons that are designed to protect them from abuse, harassment, grooming and other areas in which safeguarding concerns may arise.

Relationships education concerns the connections, bonds and interpersonal interactions of one or more people. For example, friendships, romantic relationships and recognising healthy and unhealthy relationships.

Sex education explores sexual acts, behaviours, interactions, and risks involved in sexual intercourse and contact. Three sex education lessons exist currently exploring pornography, contraception and Sexually Transmitted Infections (STIs).

#### **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 in consultation with parents/carers, pupils and staff and governors, 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 appropriate manner so they are fully informed and don't seek answers online.

#### **6. Delivery of RSE**

##### **6.1 Curriculum**

RSE is taught within the personal, social, health and citizenship (PSHCE) 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 internal staff, trained health professionals or Brook (the healthy relationships education charity).

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

For more information about our RSE curriculum, see Appendices 1 and 2.

## 6.2 Inclusivity

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).

Government advice makes it clear that SEN pupils must be fully included in the curriculum, and this includes RSE. However, some students may require more time and input from teaching professionals in understanding, exploring and processing certain topics. For this reason, and to facilitate this, Northwood School will provide, where possible and applicable, protected time for pupils with SEN needs to explore topics already learnt in lessons and to pre-teach sensitive and complex concepts in a safe and small group capacity.

## 6.3 Sixth Form Provision

The RSE curriculum in KS5 is specifically taught through the PSHCE programme of study and through Tutor Time, assemblies, science, and other subject curriculum lessons. RSE lessons are taught by teachers and tutors who are trained to deal with the content of this curriculum and how to deliver it in a sensitive and effective way. KS5 also has support from external agencies, such as [Brook](#). The delivery of the RSE curriculum utilizes outside agencies to help deliver aspects of the learning, in particular where specific expertise would be beneficial. The School also utilizes the Peer Education Project by [the Mental Health Foundation](#) which is funded by the school to deliver aspects of RSE in school.

## 7. Roles and responsibilities

### 7.1 The Governing Board

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, and reviewing the policy annually.

### 7.3 PSHCE Coordinator

The PSHCE Coordinator is responsible for the RSE curriculum, reviewing the policy, planning the lessons and liaising with trained health professionals to ensure that RSE provision follows statutory guidance and adheres to this policy.

The PSHCE Coordinator is also responsible for working with Leadership on managing, and responding to, requests to withdraw pupils from non-statutory components of RSE (see section 8).

The PSHCE Coordinator should also work closely with staff members and provide support for staff to deliver RSE to pupils across the school.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **7.5 Pupils**

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

### **8. Parents'/Carers' right to withdraw**

Parents/carers 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. This also applies to Sixth Form RSE provision, from which only the pupil themselves has the right to express a wish to withdraw.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

### **9. Training**

Staff are trained on the delivery of RSE as part of their annual staff-training and it is included in our continuing professional development calendar.

The Headteacher and PSHCE Coordinator 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, if possible and applicable.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHCE Co-ordinator and school leadership through:

Learning Walks, Form Tutor meetings, Learning Conversations, Student questionnaires. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board or the Headteacher.

## Appendix 1: Curriculum map

### Relationships and Sex Education curriculum map within PSHCE.

YEAR GROUP	THEME	DETAILS
Y7	<b>Changing Adolescent Body</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> <li>• how to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction [internal and external anatomy is mentioned to facilitate this], pregnancy and the physical and emotional changes of adolescence)</li> </ul>
Y7	<b>Families</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• what marriage is, including its 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</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</li> <li>• 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</li> <li>• the concepts and implications of, as well as laws relating to, consent, harassment, coercion, exploitation, abuse and FGM.</li> </ul>
Y7 and Y8	<b>Respectful Relationships, including friendships (KS3)</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>• 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 relationships.</li> <li>• steps they can take in a range of different contexts to improve or support respectful relationships, such as setting boundaries or discussing likes and dislikes.</li> <li>• 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)</li> </ul>

		<ul style="list-style-type: none"> <li>● 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,</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul>
Y7 and Y8	<b>Online and Media (KS3)</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● what to do and where to get support to report material or manage issues online</li> <li>● how information and data is generated, collected, shared and used online</li> <li>● to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offense which carries severe penalties including jail</li> <li>● the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks</li> </ul>
Y7 and Y8	<b>Being Safe (KS3)</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> <li>● how people can actively communicate and recognise consent from others and how and when consent can be withdrawn (in all contexts, including online)</li> <li>● how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</li> <li>● about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in friendship groups, in playgrounds and the wider community including the workplace [This is also raised in Careers Units].</li> </ul>
Y9	<b>Online and Media (KS4)</b> <b>[Sex Education]</b>	<p><b>Statutory health and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>

		<ul style="list-style-type: none"> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● what to do and where to get support to report material or manage issues online</li> <li>● the impact of viewing harmful content</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks</li> </ul> <p><b>Sex Education topics:</b></p> <ul style="list-style-type: none"> <li>● 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 partner</li> <li>● the impact of viewing harmful content</li> <li>● to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> </ul>
Y9	<b>Being Safe (KS4)</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3</li> <li>● that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> <li>● to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk</li> <li>● 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)</li> <li>● how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> </ul>
Y10	<b>Respectful Relationships, including friendships, Abuse (KS4)</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk</li> <li>● to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage</li> </ul>

		<p>relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community</li> </ul>
10	<b>Body Image</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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, over-reliance on online relationships (including social media),</li> <li>● 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</li> <li>● To recognise and manage feelings about, and influences in, their body image including the media’s portrayal of idealized and artificial body shapes</li> <li>● to manage unwanted attention in a variety of contexts (including harassment and stalking)</li> <li>● to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views</li> <li>● the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks.</li> </ul>
10	<b>Gender and Sexuality</b>	<p><b>Statutory health, safeguarding and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</li> <li>● to understand and respect others’ faith and cultural expectations concerning relationships and sexual activity</li> <li>● about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</li> <li>● About the difference between Gender and Sexuality, why people may face problems regarding Gender and Sexuality. How to support and places to go for support.</li> </ul>
10	<b>Intimate and Sexual Relationships, including sexual health</b> <i>[Sex Education]</i>	<p><b>Statutory health and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● the facts around pregnancy including miscarriage</li> <li>● 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)</li> </ul>

		<ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b>Sex Education topics:</b></p> <ul style="list-style-type: none"> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available</li> <li>● 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</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
Year 12 & 13	<b>Relationships and Sexual Health</b>	<p><b>Statutory health and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk</li> <li>● 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)</li> <li>● how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● the facts around pregnancy including miscarriage</li> <li>● 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)</li> <li>● 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</li> </ul> <p><b>Sex Education topics:</b></p> <ul style="list-style-type: none"> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available</li> </ul>

		<ul style="list-style-type: none"> <li>● 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</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
	<p><b>Online safety</b></p>	<p><b>Statutory health and RSE topics:</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● what to do and where to get support to report material or manage issues online</li> <li>● the impact of viewing harmful content</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks</li> </ul> <p><b>Sex Education topics:</b></p> <ul style="list-style-type: none"> <li>● 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 partner</li> <li>● the impact of viewing harmful content</li> <li>● to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> </ul>

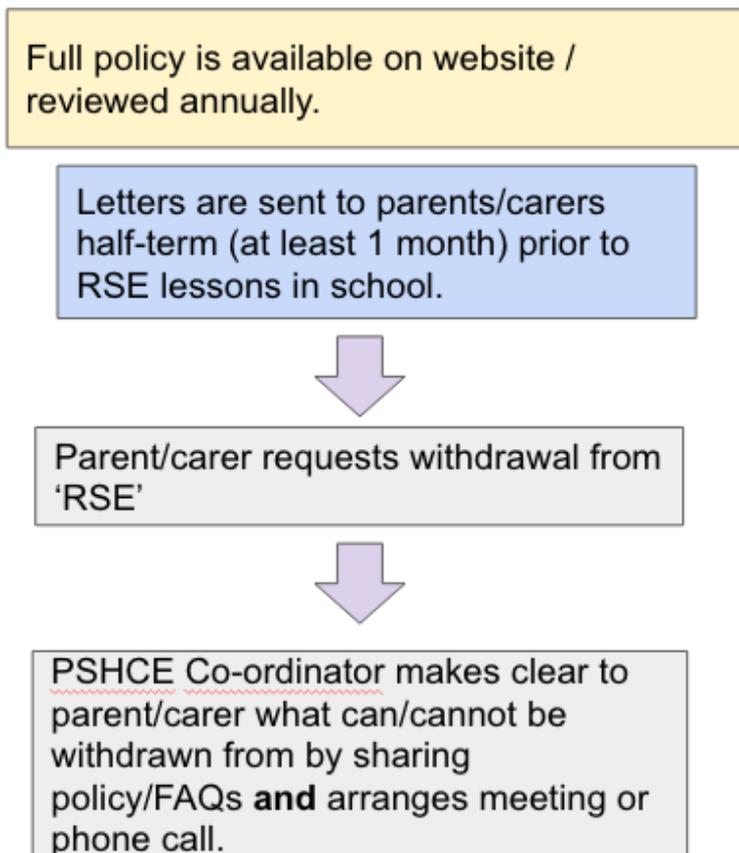
Appendix 2: Government Guidance - By the end of secondary school pupils should know

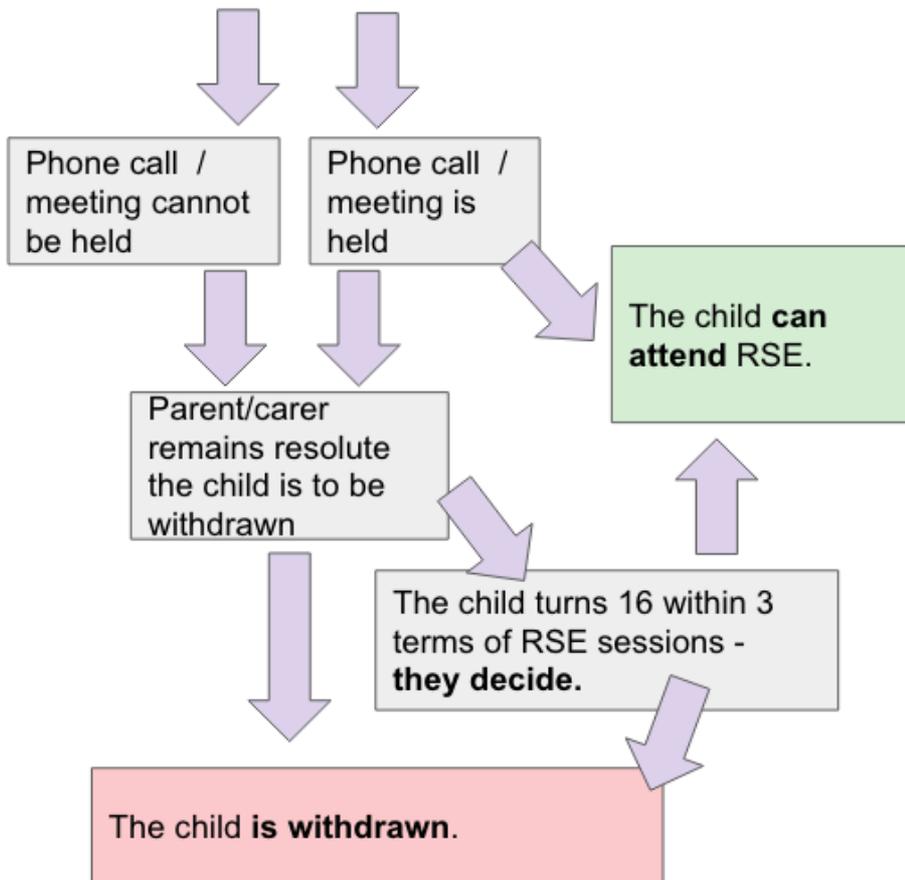
TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their 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</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● 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)</li> <li>● 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</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>

	<ul style="list-style-type: none"> <li>● 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● 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</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● 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)</li> </ul>

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|  | <ul style="list-style-type: none"><li>● 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</li><li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul> |
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Appendix 3: Withdrawal from Sex Education within RSE process (flow chart)





Appendix 4: Parent/Carer Withdrawal Form from Sex Education within RSE

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carers	<i>Include notes from discussions with parent/carers and agreed actions taken.</i>

## Appendix 5: Frequently Asked Questions (FAQ).

### **Does my child have to learn PSHCE?**

Yes, all students in years 7-10 and in Sixth Form learn PSHCE (Personal, Social, Health and Citizenship Education). It is a compulsory and statutory aspect of the curriculum; it is no different to English, Maths or Science for example.

### **Is Relationships and Sex Education (RSE) compulsory?**

As of September 2020, Relationships education is compulsory in all secondary schools. Parents retain the right to withdraw their child from Sex Education, until 3 terms before their child turns 16. At which point, the child may choose to withdraw or remain part of Sex Education lessons. Relationships education runs throughout Years 7-10. Only three lessons in our curriculum cover Sex Education topics, one in Year 9 and two in Year 10. Sex Education lessons are highly advisable, for pupils who are withdrawn will often inaccurately learn about the content of such lessons from peers, rather than from adults with specialist knowledge.

### **Will I be informed when non-statutory RSE (Sex Education only) will take place?**

You will be informed as a parent/carer prior to these lessons taking place. A letter will be sent home prior to the Scheme of Work commencing, outlining which lesson(s) may be withdrawn from.

### **How can I withdraw my child from Sex Education?**

Please see the withdrawal process as set out in Appendix 3 and Withdrawal Form set out in Appendix 4.

### **How do you ensure that lessons are inclusive of all children's backgrounds?**

All lessons seek to be inclusive regardless of pupils' background; every student, background, belief and viewpoint is treated with respect within the classroom. PSHCE, including RSE, aims to allow pupils to develop themselves and ideas as they grow throughout the school and inform them of places to get help and advice if they wish to discuss matters or concepts more.

### **How do you ensure lessons and concepts are age appropriate?**

We have split the statutory and non-statutory RSE curriculum into Key Stages and within this Year groups, to ensure that the curriculum is logical, sequential and builds on prior learning each year. This enables more sensitive and mature topics to be reserved for Key Stage 4, when more age appropriate for pupils. Required learning has been agreed in conjunction with Heads of Year based on the current needs of their In addition, no explicit images are shown to pupils, and where possible and appropriate to the topic words rather than visuals are used to teach pupils about topics.

### **Is there a chance for pupils to ask questions?**

Pupils are welcomed to ask questions in PSHCE, to their form tutor or the person leading the session. We understand that pupils may sometimes not feel comfortable asking questions in lessons. For this reason, we have an anonymous question box, in which a pupil may write a question and drop it in with only their form group name to identify it. This allows students to ask questions anonymously if they so wish, while the curriculum coordinator and other staff may follow it up and answer the question in a specific and addressed manner.

### **Why is it important that my child receives Relationships and Sex Education at school?**

The PSHE Association explains that:

- *High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:*
- *Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.*
- *Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.*
- *SRE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.*
- *Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.*
- *The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper The Importance of Teaching (2010) highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.<sup>1</sup>*

In addition, Brook, the Relationships and Sex Education charity, found that more than 4 in 10 young adults have never learnt about healthy or abusive relationships at school, 50% of 16-18 year olds would not know where to get support if affected by domestic abuse, and one third of young people did not learn about sexual consent<sup>2</sup>.

RSE in schools is vital, as 47.7% of adolescents wish to receive their information from schools, however only 40.3% did so in March 2015. In stark contrast, only 7.1% of boys and 14.1% of girls received RSE from parents, but 24% of boys learnt RSE from unreliable sources, namely pornography.<sup>3</sup>

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<sup>1</sup><https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>

<sup>2</sup> Brook, ‘*Heads or Tails? What young people tell us about RSE*’, 2019, Womens Aid, 2013,

Brook, ‘*Heads or Tails? What young people tell us about RSE*’, 2019.

<sup>3</sup> Brook, *The National Survey of Attitudes and Lifestyles*, March 2015.