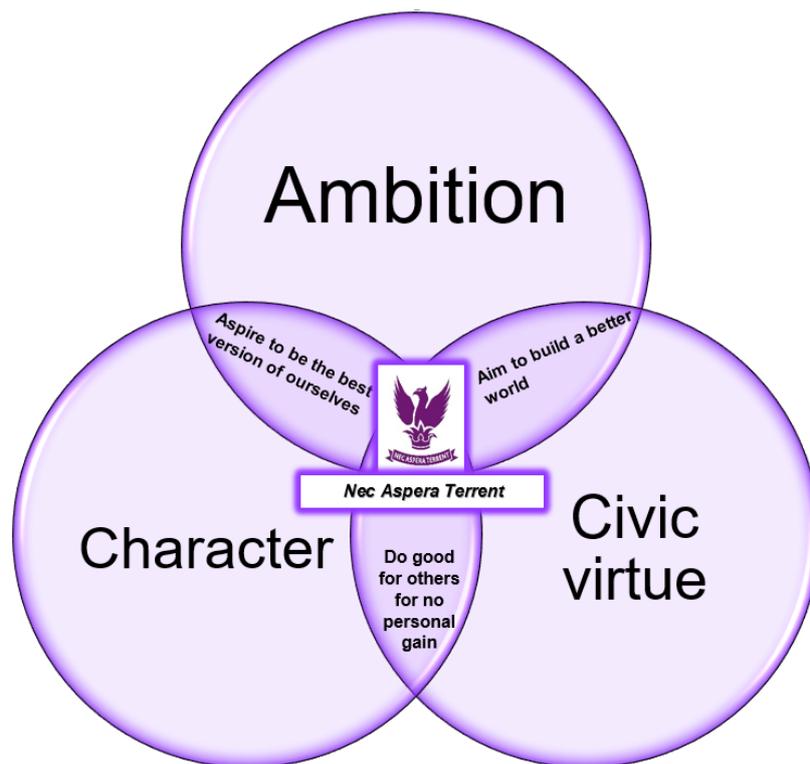




DRAYTON MANOR HIGH SCHOOL

Relationships and Sex Education (RSE) Policy





DRAYTON MANOR HIGH SCHOOL

1. Rationale

Definition:

The following policy refers to Relationship and Sex Education at Drayton Manor High School.

We define Relationships and Sex Education (RSE) as learning about families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships, including sexual health.

RSE is taught as an integral part of the school's Personal, Social and Health Education (PSHE) and Citizenship provision throughout high school from Year 7 to Year 11. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. Aspects of sex education are also covered within the national science curriculum.

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 contributes to the foundation of PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

RSE provides an excellent forum to provide students with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

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

RSE is *not* about the promotion of sexual activity.

RSE and Ofsted:

The 2019 Ofsted framework states that students should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing students' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.'

Moral and Values Framework:

As a mixed comprehensive, students at Drayton Manor High School reflect the wide social, ethnic and religious backgrounds of all areas within Ealing borough. The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The RSE Policy will be complimentary with the Religious Education Policy of our school.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

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.

At Drayton Manor High School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The steps taken to review the policy follow below.

The Department for Education and Ofsted have clearly outlined aspects of RSE that are statutory in all high schools, therefore some recommendations or comments made during the

consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. Review – A small number of staff representatives formed a working party and reviewed the existing RSE policy as well as local and national guidance for Relationships and Sex Education, including the DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education in England (2019)*. The working party then reviewed the RSE policy reflecting any advice and changes at local and national level. Advice and training from the local authority, Children’s Safety Network (CSN), Brook, and the PSHE Association has also been taken into account.
2. Staff consultation – RSE teaching staff were consulted via a focus group. The results of this informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via the school’s consultative groups where staff were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/ amendments. Middle leaders will also be sent an updated copy of the policy and invited to comment.
3. Parent consultation – Parents will be consulted via the school’s website. The results of this will inform the policy development. Parents will be given the opportunity to look through the policy and offer comments/suggestions.
4. Student consultation – We consulted with students via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school. RSE will be discussed with the School Council so that students can feed into the content of the policy.
5. Governor consultation - Governors were consulted on this policy via a meeting in school with the link governor who was invited to comment on the policy and make suggestions/ amendments.
6. Ratification – this draft policy is under consultation at present and will be reviewed again by governors in June 2020.

This policy will be reviewed every two years. This policy will be next reviewed in 2022.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Sex Education. It is thus to be used as a point of reference for all those involved in the design and delivery of RSE. The policy communicates to staff, parents, students, and visitors the manner in which Relationships and Sex Education is to be delivered in the school.

The aims of RSE at Drayton Manor High School is to:

Reviewed by CSWP 5 March 2020

Approved and Ratified by the Full Governing Body 10 December 2020

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationships they want.
- Communicate effectively.
- Be aware of their sexuality and understand differences in human sexuality (e.g. heterosexual, lesbian, gay, bisexual, transsexual and trans-gender).
- Understand the arguments for delaying sexual activity and the reasons for having protected sex.
- Have sufficient information and skills to protect themselves offline and online and be aware of the implication of sexting, pornography and online grooming
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary treatment.
- Know how the law applies to sexual relationships.
- Understand what consent means and factors that influence one's ability to consent

The DfE provides a comprehensive list of topics for secondary school students on pages 27-30 of the statutory guidance which include families, respectful relationships, including friendships, online and media, being safe, intimate and sexual relationships including sexual health, and additionally aspects of the law relating to sex, relationships and young people and broader safeguarding issues that young people should be made aware of.

5. Equal Opportunities Statement

All young people have an entitlement to high quality RSE. At Drayton Manor High School we are committed to ensuring that our provision of RSE should meet the needs of all students, is age-appropriate and inclusive. All staff are expected to give every student the chance to experience, participate and achieve the understanding of Relationships and Sex Education. Our programme aims to respond to the diversity of young people's cultures, faiths and family backgrounds and sexuality including LGBT (lesbian, gay, bisexual and transgender). Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support.

Drayton Manor High School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no student is disadvantaged.

Teaching will take care to ensure:

- A variety of activities are planned to engage both boys and girls
- No student is stigmatised on the basis of their home or family circumstances
- Materials and teaching do not conflict with religious or cultural principles
- No student is discriminated against on the basis of sexual orientation or gender identity
- Students with special educational needs are properly included and can access the programme either through additional support and/or differentiated resources

6. Delivery of RSE: Content, delivery and training

Content of RSE in the curriculum

RSE is embedded within the broader programme of PSHE Education and Citizenship taught in CCW lessons. This enables students to develop the knowledge, skills and attributes they need to stay safe, make decisions and manage their lives now and in the future. Our school recognises that good quality PSHE provides young people with the information they need to stay safe and be healthy, and supports them in building confidence and resilience against risks such as peer pressure, exploitation or radicalisation. Young people who are healthy, confident and resilient are better equipped to achieve at school and enjoy success.

Sex education is covered in RSE lessons, PSHE lessons and within the national science curriculum. Biological aspects taught within the science curriculum form the legal requirements of sex education provision and these areas are statutory. A breakdown of what is covered in Science, Health Education and RSE can be found in **appendix 1**.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

The above points are covered in an age appropriate way from Year 7 to Year 11. 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).

For more information about our RSE curriculum, see **appendix 2**, which outlines the learning objectives for RSE within PHSE lessons.

Delivery

RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. This includes lessons on how to keep themselves and their bodies' safe and what to do if they are worried about any changes to their body.

RSE will usually be delivered by a member of school staff. Within PSHE lessons this is a team of CCW teachers led by the Head of CCW/Social Sciences faculty. External agencies help to deliver aspects of RSE because of a particular expertise or contribution they are able to make (e.g. The School Health Advisor, the Ealing Healthy Schools Team).

RSE is usually delivered in mixed gender groups.

RSE will be assessed as part of the wider PSHE and citizenship curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from students are answered according to the age and maturity of the student(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships and Sex Education

Reference will be made to the School's Visitors Policy when inviting external agencies in to support the RSE programme. In particular, that:

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- Visitors are invited to the school because of a particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students and this evaluation informs future planning

Training:

All staff receive whole school safeguarding training as part of their induction and it is included in our continuing professional development calendar. Specific RSE training is included in CCW staff induction and during in-school meeting times to support their teaching of RSE and PSHE education. This may be faculty time, additional CCW training sessions and ad hoc meetings meeting with individuals as issues arise. Teachers need to be aware of issues that may arise out of teaching and learning about RSE. To support teachers, they are also signposted to training offered, for example, by the Ealing Health Improvement Team.

Monitoring and review:

The RSE programme and its delivery will be monitored by the relevant SLT line deputy, the Head of CCW/Social Sciences Faculty. Sex Education provision within the *Science* curriculum will be monitored by the relevant SLT line deputy and the Head of Science Faculty.

Sources of evidence for monitoring and evaluation include:

- Lesson observations and learning walks
- Sampling of student work
- Feedback from students (e.g. classroom evaluation or survey, suggestion box, discussion or focus groups)
- Feedback from parents (e.g. questionnaires, parent's evenings)
- Feedback from teachers (e.g. meetings, focus groups)
- Annual reviews

Assessment of RSE curriculum will reference the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored

Assessment is also done using various methods:

- Feedback tasks
- Low stakes tests
- Peer assessment
- Self assessment

- Teachers delivering RSE should constantly evaluate their lessons to inform future planning

7. Child Protection

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16. Staff will follow guidelines in the school's child protection policy if they discover that a student is sexually active.

Wherever possible the school will respect and maintain the confidentiality of students' personal information. Students will be made aware however that some kinds of information cannot be held confidential (see below). At the same time they will be offered sensitive and appropriate support by the school.

a) Suspicion of abuse:

Staff will follow the school's child protection policy which includes referral to the named safeguarding lead.

b) Pregnancy or advice on contraception:

The following procedure should ensure that students who are in difficulty know that they can talk to an appropriate member of staff in the school and know that they will be supported. Information and guidance will be sought from a health professional. Students will always be encouraged to talk to their parent/carer first. They will be asked whether they can tell their parent/carer and whether they want help in doing so. If they can, subsequent responsibility will lie with the parent/carer. The school will check that the parent/carer has been told, and will continue to offer support and advice should the student still feel the need. If students refuse to tell their parent/carer the school will refer them to a health professional via the safeguarding procedures. The head teacher will be informed about the matter and will consult with the health professional about informing the parent/carer.

Staff will also be referred to:

- Keeping children safe in education- statutory guidance for schools and colleges (DfE)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

- Working together to safeguard children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

8. Partnership with Parents/ Carers

The school views parents/carers as partners in the delivery of Relationships and Sex Education. Parents/carers will be informed about relationships and sex education programme through the school prospectus and at the start of the student's education at the school as part of the information provided on what their children will be learning.

The school will liaise with parents through:

- Induction evening
- Newsletters
- School website

Additionally, RSE homework may encourage discussion with parents/carers to enable them to engage in discussion with their child and to be aware of what the school is teaching.

Parents/carers wishing for further support with talking to their children about RSE issues can contact the school. **Appendix 5** contains signposting to useful websites and resources.

Right to withdraw

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 and addressed to the headteacher.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other students e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

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

You may wish to discuss any concerns or seek clarification regarding the specific content within each academic year by first speaking to your child's Head of Year and/ or the Head of CCW/Social Sciences Faculty. A diagram of the school's withdraw procedure can be found in **appendix 4**. As part of the procedure, we will arrange to meet with parents/ careers to discuss their request, share the scheme of work and other materials as appropriate, and discuss aspects that parents/carers can and cannot withdraw from.

In the event of a child being withdrawn from a lesson, that child must stay in school and alternative arrangements will be made e.g. the student will be assigned to another class until that specific lesson is over.

9. Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 1).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to Relationships and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships or Health Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Students

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

Signatures:

.....
Head Teacher

.....
Governor

.....
PSHE Coordinator

APPENDIX 1: Statutory Provision within the Science Curriculum

Key Stage 3 (age 11-14years)

Reproduction

- Reproduction in humans (as example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyles on foetus through the placenta

Health

- The effect of recreational drugs (including substance misuse) on behaviour, health and life processes.

KS3 National Science Curriculum can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

Key Stage 4 (age 14-16years)

Health

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

Coordination and control

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception

Evolution

- Sex determination in humans

KS4 National Science Curriculum can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

**APPENDIX 2:
Curriculum coverage – Science, RSE and Health Education**

Relationships Education	Sex Education	Science	Health education
<p>Families</p> <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. 	<ul style="list-style-type: none"> ○ 	<p>Key Stage 3:</p> <ul style="list-style-type: none"> ○ reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta ○ reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Key Stage 4:</p> <ul style="list-style-type: none"> ○ communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ○ that happiness is linked to being connected to others. ○ how to recognise the early signs of mental wellbeing concerns. ○ common types of mental ill health (e.g. anxiety and depression). ○ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ○ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

<ul style="list-style-type: none"> ○ 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. 			
<p>Respectful relationships including friendships</p> <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 	<ul style="list-style-type: none"> ○ what constitutes sexual harassment and sexual violence and why these are always unacceptable. 		<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ 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, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

<p>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.</p> <ul style="list-style-type: none"> ○ 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. ○ 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. 			<ul style="list-style-type: none"> ○ 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.
<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. 	<ul style="list-style-type: none"> ○ 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. 		<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ○ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight,

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<ul style="list-style-type: none"> ○ 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 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>including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <ul style="list-style-type: none"> ○ about the science relating to blood, organ and stem cell donation.
<p>Being safe</p> <ul style="list-style-type: none"> ○ the concepts of, and laws relating to, abuse, grooming, coercion, harassment, 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, and how and when consent can be withdrawn (in all contexts, including online). 	<ul style="list-style-type: none"> ○ the concepts of, and laws relating to, sexual consent, sexual exploitation, rape, ○ 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>Healthy eating</p> <ul style="list-style-type: none"> ○ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
<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 		<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal drugs and their associated risks, including

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	<p>include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <ul style="list-style-type: none"> ○ 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 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, 		<p>the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> ○ the law relating to the supply and possession of illegal substances. ○ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ○ the physical and psychological consequences of addiction, including alcohol dependency. ○ awareness of the dangers of drugs which are prescribed but still present serious health risks. ○ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
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	<p>including keeping the baby, adoption, abortion and where to get further help).</p> <ul style="list-style-type: none"> ○ 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. 		
			<p>Health and prevention</p> <ul style="list-style-type: none"> ○ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ○ about dental health and the benefits of good oral hygiene and dental flossing,

			<p>including healthy eating and regular check-ups at the dentist.</p> <ul style="list-style-type: none"> ○ (late secondary) the benefits of regular self-examination and screening.
			<p>Basic first aid</p> <ul style="list-style-type: none"> ○ basic treatment for common injuries. ○ life-saving skills, including how to administer CPR.15 ○ the purpose of defibrillators and when one might be needed.
			<p>Changing adolescent body</p> <ul style="list-style-type: none"> ○ key facts about puberty, the changing adolescent body and menstrual wellbeing. ○ the main changes which take place in males and females, and the implications for emotional and physical health.

APPENDIX 3: Overview of Relationships and Sex Education Lesson Objectives

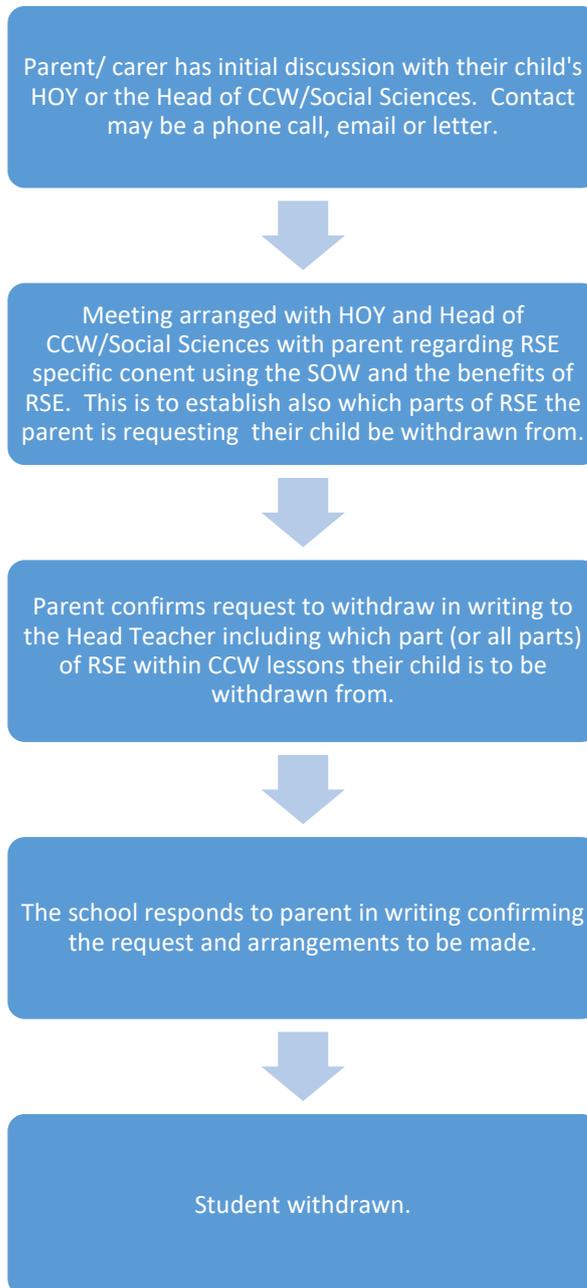
These lessons will be taught from September 2020 in line with the DfE guidance for Relationships and Sex Education.

Year	Learning objective
7 4 lessons	<ul style="list-style-type: none"> To understand the physical and emotional changes that happen during puberty To understand what constitutes a positive and healthy relationships (including familial relationships) To identify the features of healthy and unhealthy relationships To explore gender-based peer influence and identify how to challenge or resist it To understand the law relating to FGM
8 4 lessons	<ul style="list-style-type: none"> To understand healthy relationships, including forced marriage and honour based violence To understand the law in relation to sexting To understand human reproduction and conception (including information on consent) To understand varying methods of contraception which prevent spread of STIs
9 6 lessons	<ul style="list-style-type: none"> To understand healthy relationships (focus on CSE) To understand the risks associated with sexting To explore healthy online relationships To understand consent in relationships (sexual bullying) To understand expectations in healthy relationships (Domestic abuse focus)
10 4 lessons	<ul style="list-style-type: none"> To understand the nature and risk of sexually transmitted infections To learn about all the different types of contraception and how they work. To learn about growing positive romantic/intimate relationships To understand how healthy relationships are portrayed in the media
11 3 lessons	<ul style="list-style-type: none"> To understand what freedom and capacity to consent mean To explore about the choices available following an unplanned conception To explore healthy relationships (focus on forced marriage and Honour Based Violence)
12 3 lessons	<ul style="list-style-type: none"> To explain how to effectively use and negotiate use of condom To explore ways of maintaining sexual health (breast check, STI screening etc) To explore fertility how lifestyle can affect fertility

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APPENDIX 5: Withdraw procedure flow chart



APPENDIX 6: Sources of information

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (DfE, 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- Science national curriculum – Key stage 3 & Key stage 4
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf
- PSHE Association – Guide for Parents.
<https://www.pshe-association.org.uk/pshe-education-guide-parents>
- NSPCC -Advice campaigns and resources to help keep young people safe from abuse.
<https://www.nspcc.org.uk/keeping-children-safe/>
- CEOP - resources dealing with e safety and sexting.
<https://www.thinkuknow.co.uk/>
- Family Planning Association – sexual health company with information, resources and products to support the teaching of RSE including resources for teachers and parents.
<https://www.fpa.org.uk/>
- Sex Education Forum – Up to date information, advice and resources on RSE.
<https://www.sexeducationforum.org.uk/>
- Brook – Sexual health and wellbeing information and advice service designed for young people.
<https://www.brook.org.uk/>
- Stonewall – LGBT education resources and advice
<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>
- Childline – Information on a variety of aspects of RSE useful for teachers, parents and students.
<https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/>
- Outspoken Education – support and information for parents.
<https://www.outspokeneducation.com/>
- Mencap – accessible learning resources and information on RSE for supporting those with learning disabilities.
<https://www.mencap.org.uk/advice-and-support/relationships-and-sex/relationships-and-sex-resources>

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