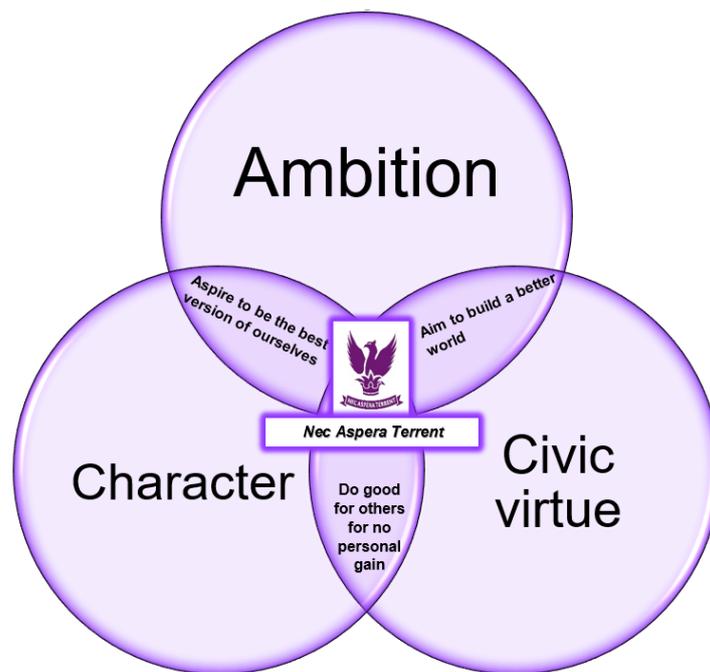




# DRAYTON MANOR HIGH SCHOOL

## Relationships, Health and Sex Education (RSHE) Policy



Approved and Ratified by Governing Body March 2022

Next Review Date: March 2026

## 1. Rationale

### *Definition:*

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

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

RSHE is taught as an integral part of the school's Personal, Social and Health Education (PSHE), SHINE and Citizenship provision throughout high school from Year 7 to Year 13. In this way, students are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment that incorporates the schools values of Character, Ambition and Civic Virtue. Aspects of sex education are also covered within the national science curriculum.

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE 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.

RSHE 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. RSHE is therefore a tool to safeguard our students.

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

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

### 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, Health 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 RSHE 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 RSHE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSHE, 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 RSHE 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 RSHE 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 RSHE 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 RSHE 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 – RSHE teaching staff were consulted. The results of this informed the policy development and also informed additional support needed to enhance the delivery of RSHE. 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 and letters to parents. 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 School Council so that students can feed into the content of the policy.

5. Governor consultation – The Safeguarding Governor was consulted on this policy via a meeting in school and 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 March 2022.

This policy will be reviewed every two years. This policy will be next reviewed in 2024

#### **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 RSHE. 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 RSHE at Drayton Manor High School is to:

- 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 RSHE. At Drayton Manor High School we are committed to ensuring that our provision of RSHE 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 LGBTQ+ (lesbian, gay, bisexual, transgender and queer). 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 RSHE 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

### Menstruation and the Changing Adolescent Body

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. 48% of girls aged 14-21 in the UK were embarrassed by their periods. 14% of girls admitted that they did not know what was happening when they started their period and 26% reported that they did not know what to do when they started their period. 78% of girls didn't feel comfortable discussing their period with their teacher.

As a consequence of this Drayton manor students will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. This will be delivered through Science lessons and also within SHINE/CCW time. Within school all Heads of Year as well as the Pastoral team and welfare staff can provide students with sanitary products. We aim to help reduce the proportion of girls who sometimes miss school because of their period. Further from this we also aim to educate all students about the changes that are taking place during puberty.

Within Science lessons discussions around the physical changes which are happening will take place.

## 6. Delivery of RSHE: Content, delivery and training

### Content of RSHE in the curriculum

RSHE is embedded within the broader programme of PSHE Education and Citizenship taught in CCW/SHINE 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, consent 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 RSHE 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 RSHE can be found in **appendix 1**.

Our curriculum will therefore ensure students are taught about safeguarding, including how to stay safe online. Our curriculum (in an age-appropriate and inclusive way) will address issues such as: Healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping and equality, body confidence and self-esteem, prejudiced behaviour and sexual violence and sexual harassment

RSHE focuses on teaching the fundamental building blocks and characteristics of healthy, respectful and 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, LGBTQ+ 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 RSHE curriculum, see **appendix 2**, which outlines the learning objectives for RSHE within PHSE lessons.

## Delivery

RSHE 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.

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

RSHE is usually delivered in mixed gender groups.

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

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE 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 RSHE 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 Designated Safeguarding Lead or Deputy 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 RSHE programme. In particular, that:

- 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 RSHE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it

- All input to RSHE 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
- All visitors are familiar with and understand the school's Child Protection and Safeguarding Policy and work within it

### **Training:**

All staff receive whole school safeguarding training as part of their induction and it is included in our continuing professional development calendar. Specific RSHE training is included in CCW/SHINE staff induction and during in-school meeting times to support their teaching of RSHE and PSHE education. This may be faculty time, additional CCW/SHINE 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 RSHE. To support teachers, they are also signposted to training offered, for example, by the Ealing Health Improvement Team.

### **Monitoring and review:**

The RSHE 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 RSHE 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 RSHE should constantly evaluate their lessons to inform future planning

## 7. Child Protection and Safeguarding

### Prevention

At Drayton Manor High School we recognise that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role played in preventative education.

We have procedures and strategies in place for dealing with incidents in school and have developed a curriculum that teaches what students can do to foster healthy and respectful relationships including through Relationship and Sex Education and Personal Social Health and Economic education.

Our most effective preventative education programme is through our whole school approach that prepares our students for life in modern Britain. The school has a clear set of values (Character, Ambition and Civic Virtue) and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the Child Protection and Safeguarding Policy, Behaviour Policy and the pastoral support system, and by the planned programme of evidence-based content delivered through the whole curriculum. This is developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like?
- Consent
- Gender roles, stereotyping, and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

We provide students with a safe and open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the school Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a student tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a student that they will not tell anyone about a report of abuse. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

## Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the Designated Safeguarding Lead or Deputy.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Services identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

## Young people between 13 – 16 years

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16.

This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed. Cases of concern should be discussed with the Designated Safeguarding Lead or Deputy and subsequently with other agencies as required. When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Social Services and/or Specialist Service. All cases should be carefully documented including when a decision is taken not to share information

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 and safeguarding 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 and safeguarding policy which includes referral to the named Designated Safeguarding Lead or Deputy.
- 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 the:

DfE's document on 'Keeping children safe in education' - statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## 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, RSHE 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 RSHE 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 RSHE 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 RSHE policy and hold the headteacher to account for its implementation.

### **The headteacher**

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

### **Staff**

Staff are responsible for:

- Delivering RSHE 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 RSHE are encouraged to discuss this with the headteacher.

### **Students**

Students are expected to engage fully in RSHE 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](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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf)

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

Relationships Education	Sex Education	Science	Health education
<p><b>Families</b></p> <ul style="list-style-type: none"> <li>○ that there are <b>different types of committed, stable relationships</b>.</li> <li>○ how these relationships might contribute to <b>human happiness</b> and their importance for bringing up children.</li> <li>○ what <b>marriage is</b>, 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 <b>relationship choice</b> for many couples and why it must be freely entered into.</li> <li>○ the characteristics and <b>legal status of other types of long-term relationships</b>.</li> <li>○ <b>the roles and responsibilities of parents</b> with respect to raising of children, including the characteristics of successful parenting.</li> </ul>		<p>Key Stage 3:</p> <ul style="list-style-type: none"> <li>○ <b>reproduction in humans</b> (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</li> <li>○ <b>reproduction in plants</b>, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</li> </ul> <p>Key Stage 4:</p> <ul style="list-style-type: none"> <li>○ communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>○ how to <b>talk</b> about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>○ that <b>happiness is linked to being connected</b> to others.</li> <li>○ how to recognise the <b>early signs of mental wellbeing concerns</b>.</li> <li>○ <b>common types of mental ill health</b> (e.g. anxiety and depression).</li> <li>○ how to <b>critically evaluate when something they do or are involved in has a positive or negative effect</b> on their own or others' mental health.</li> <li>○ the benefits and importance of <b>physical exercise, time outdoors, community participation and voluntary and service-based activities</b> on mental wellbeing and happiness.</li> </ul>

<ul style="list-style-type: none"> <li>○ how to: determine whether other children, adults or sources of information are <b>trustworthy</b>: 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>			
<p><b>Respectful relationships including friendships</b></p> <ul style="list-style-type: none"> <li>○ the characteristics of <b>positive and healthy friendships</b> (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 (<b>non-sexual</b>) types of relationship.</li> <li>○ practical steps they can take in a range of different contexts to <b>improve or support respectful relationships</b>.</li> <li>○ how <b>stereotypes</b>, 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 <b>treated with</b></li> </ul>	<ul style="list-style-type: none"> <li>○ what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>		<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>○ the <b>similarities and differences between the online world and the physical world</b>, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for <b>body image</b>), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to <b>online gambling</b> including the accumulation of <b>debt</b>, how <b>advertising</b> and information is targeted at them and how to be a discerning consumer of information online.</li> </ul>

<p><b>respect by others, and that in turn they should show due respect to others</b>, including people in positions of authority and due tolerance of other people’s beliefs.</p> <ul style="list-style-type: none"> <li>○ about <b>different types of bullying</b> (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 <b>criminal</b>, including violent behaviour and coercive control.</li> <li>○ the <b>legal rights and responsibilities regarding equality</b> (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>			<ul style="list-style-type: none"> <li>○ how to <b>identify harmful behaviours online</b> (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>○ their <b>rights, responsibilities and opportunities online</b>, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>○ <b>about online risks</b>, 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>○ 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> </ul>		<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>○ the positive associations between <b>physical activity and promotion of mental wellbeing</b>, including as an approach to combat stress.</li> <li>○ the characteristics and evidence of what <b>constitutes a healthy lifestyle</b>, maintaining a <b>healthy weight</b>,</li> </ul>

<ul style="list-style-type: none"> <li>○ not to provide material to others that they would <b>not want shared further and not to share</b> personal material which is sent to them.</li> <li>○ what to do and <b>where to get support</b> to report material or manage issues online.</li> <li>○ <b>the impact of viewing harmful content.</b></li> <li>○ that <b>sharing and viewing indecent images of children</b> (including those created by children) is a <b>criminal offence</b> which carries severe penalties including jail.</li> <li>○ how <b>information and data is generated, collected, shared and used online.</b></li> </ul>			<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"> <li>○ about the science relating to <b>blood, organ and stem cell donation.</b></li> </ul>
<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>○ <b>the concepts of, and laws</b> relating to, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>○ <b>how people can actively communicate and recognise consent from others</b>, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	<ul style="list-style-type: none"> <li>○ the concepts of, and laws relating to, sexual consent, sexual exploitation, rape,</li> <li>○ <b>how people can actively communicate and recognise consent from others</b>, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>		<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>○ how to <b>maintain healthy eating</b> and the links between a <b>poor diet and health risks, including tooth decay and cancer.</b></li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>○ how to <b>recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</b>, which</li> </ul>		<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>○ the <b>facts</b> about legal and illegal drugs and their <b>associated risks</b>, including</li> </ul>

	<p>include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <ul style="list-style-type: none"> <li>○ that all aspects of health can be affected by choices they make in <b>sex and relationships, positively or negatively</b>, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>○ the facts about <b>reproductive health</b>, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>○ that there are a range of strategies for identifying and <b>managing sexual pressure</b>, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>○ that they have a <b>choice to delay</b> sex or to enjoy intimacy without sex.</li> <li>○ the facts about the full range of <b>contraceptive choices</b>, efficacy and options available.</li> <li>○ the facts <b>around pregnancy including miscarriage</b>.</li> <li>○ that there are <b>choices in relation to pregnancy</b> (with medically and legally accurate, impartial information on all options,</li> </ul>		<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"> <li>○ the <b>law</b> relating to the supply and possession of illegal substances.</li> <li>○ the <b>physical and psychological risks</b> associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>○ the <b>physical and psychological consequences of addiction</b>, including alcohol dependency.</li> <li>○ awareness of the <b>dangers of drugs which are prescribed</b> but still present serious health risks.</li> <li>○ the facts about the harms from <b>smoking tobacco</b> (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
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	<p>including keeping the baby, adoption, abortion and where to get further help).</p> <ul style="list-style-type: none"> <li>○ how the <b>different sexually transmitted infections (STIs)</b>, 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 <b>prevalence of some STIs</b>, 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 <b>risky sexual behaviour</b>.</li> <li>○ how to get <b>further advice</b>, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		
			<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>○ about <b>personal hygiene</b>, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>○ about <b>dental health</b> and the benefits of good oral hygiene and dental flossing,</li> </ul>

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

**APPENDIX 3:**  
**SHINE/CCW Overview of Relationships and Sex Education**

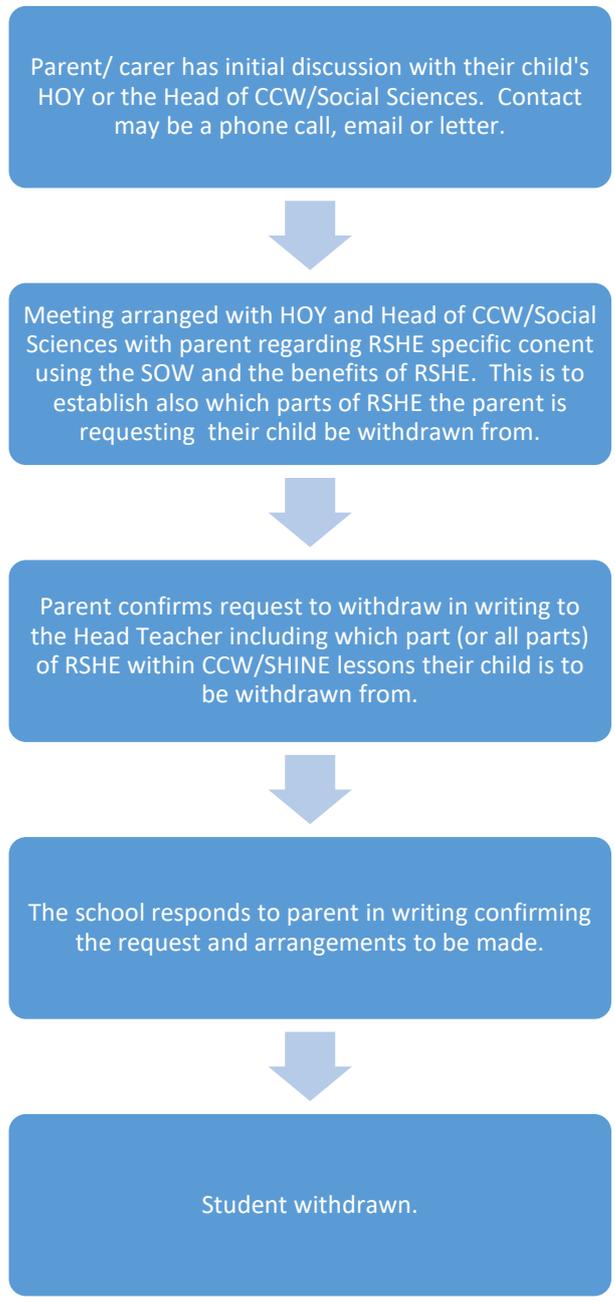
	<b>Lesson focus</b>	<b>Aims/ LO's</b>	<b>Knowledge &amp; Understanding</b>	<b>Key Skills</b>	<b>Homework</b>	<b>Reflect/Assess</b>
<b>Yr 7</b>	Body parts	To agree a safe way of working To know and label the male and female body parts To be aware of the importance of looking after your body including personal hygiene (HW)	<ul style="list-style-type: none"> <li>• Male/Female internal and external sexual organs</li> <li>• Recognise that everyone is unique</li> <li>• Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Working together</li> <li>• Discussion</li> <li>• Being respectful</li> </ul>	Personal Hygiene – understand the changing need for personal hygiene	Circulate and support during group work Accurately labelled diagrams
	Puberty	To know that male and female body parts change at puberty and that these changes happen gradually and at different times To understand that changing moods are normal during puberty	<ul style="list-style-type: none"> <li>• Physical changes to body parts</li> <li>• Changing emotions and reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Feel confident and comfortable with changes that happen</li> <li>• Able to discuss them</li> <li>• Can talk about feelings</li> </ul>		Individual and group feedback Discussions Plenary reflection
	Menstruation	To understand menstruation To reflect on RSHE learning	<ul style="list-style-type: none"> <li>• Physical changes to body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Confident and comfortable with changes that happen</li> </ul>	Revise for End-of-Year test	Self-reflection
	<b>Lesson focus</b>	<b>Aims/ LO's</b>	<b>Knowledge &amp; Understanding</b>	<b>Key Skills</b>	<b>Homework</b>	<b>Reflect/Assess</b>
<b>Yr 8</b>	Relationships and assertiveness	To identify and be able to demonstrate assertive behaviour when dealing with pressures	<ul style="list-style-type: none"> <li>• To know what assertive behaviour is</li> <li>• Consent</li> </ul>	<ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Develop skills to respond positively to a variety of pressures</li> <li>• Demonstrate negotiation and assertiveness skills relating to relationships</li> </ul>	Design your own scenario and role play – assertive response	Individual and group feedback Circulate during role plays HW
	Sexual bullying	To know what sexual bullying is and explain how someone could take action to deal with it	<ul style="list-style-type: none"> <li>• Key concepts stereotyping, prejudice and discrimination</li> <li>• Identify sexual bullying situations</li> <li>• Know a range of strategies for how someone may take action to deal with it</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss usefulness of a range of strategies</li> <li>• Being respectful</li> </ul>		Check key terms and examples Circulate during group work Whole class Feedback

	Relationships and Conception	To consider reasons why people want intimate relationships and why people use contraception	<ul style="list-style-type: none"> <li>• Reasons why people want intimate relationships</li> <li>• Stages of conception into a sequence</li> <li>• Reasons why people use contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on own and others values and beliefs about relationship</li> <li>• Sequencing</li> <li>• Weighing up reasons</li> </ul>	What makes a good relationship and personal reflection	Whole class feedback Circulate to check sequencing and students check answers
	Contraception	To know the main types of contraception and how they work	<ul style="list-style-type: none"> <li>• Know that contraception prevents pregnancy</li> <li>• Main types of contraception and how they work</li> <li>• How to use a condom</li> </ul>	<ul style="list-style-type: none"> <li>• Weighing up types based on advantages and disadvantages of each</li> </ul>		Check condom cartoons Quizzes and results
	STI's	To know about some common STI's and how to prevent them	<ul style="list-style-type: none"> <li>• List some common STI's, know how they are transmitted, know the symptoms</li> <li>• Understand that they can be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to prevent common STI's</li> </ul>	Find 10 facts about the infection HIV and AIDS	Prior knowledge Check lists and tables
	HIV/AIDS	To know what HIV/AIDS is, how it is transmitted and how it can be prevented	<ul style="list-style-type: none"> <li>• Know what HIV/AIDS is, how it is transmitted, that anyone can get HIV, young or old, women or men, gay or straight</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assess knowledge and understanding of sexual health</li> </ul>		Whole class feedback to check prior knowledge of HIV/ misconception Feedback on diamond 9 Self-assessment
	<b>Lesson focus</b>	<b>Aims/ LO's</b>	<b>Knowledge &amp; Understanding</b>	<b>Key Skills</b>	<b>Homework</b>	<b>Reflect/Assess</b>
<b>Yr 9</b>	Child Sexual exploitation	To define CSE and understand what the grooming process is	<ul style="list-style-type: none"> <li>• Define Child Sexual Exploitation</li> <li>• Understand the grooming process in CSE</li> <li>• Signposting where to go for help</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the grooming stages from a scenario</li> </ul>	Myths and misconceptions in CSE	Check identification Individual and whole group feedback

	Push and pull factors in CSE	To consider the push and pull factors into sexual exploitation in more detail To consider the role of drugs and alcohol in CSE	<ul style="list-style-type: none"> <li>Know the push and pull factors of CSE</li> <li>Know how drugs and alcohol link to CSE</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection</li> </ul>		Circulate in group discussion Check answers alcohol quiz
	How to be assertive	To understand and demonstrate assertive behaviour To understand what consent is	<ul style="list-style-type: none"> <li>Know and recap passive, aggressive and assertive behaviour responses</li> <li>Consent</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate assertive behaviour</li> </ul>	Revise for End-Of-Year assessment	Self-assessment
	REFLECTION lesson for after viewing Chelsea's choice	To reflect on the drama Chelsea's Choice and write messages to Chelsea	<ul style="list-style-type: none"> <li>Recap grooming stages and identify where each happened in the drama</li> <li>Recap assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Write messages to Chelsea</li> </ul>	X	Individual and groups feedback Messages to Chelsea
	<b>Lesson focus</b>	<b>Aims/ LO's</b>	<b>Knowledge &amp; Understanding</b>	<b>Key Skills</b>	<b>Homework</b>	<b>Reflect/Assess</b>
<b>Yr 10</b>	Safe sex and decision making	To recognise responsible behaviours in the context of sex and relationships including safe sex, consent and contraception	<ul style="list-style-type: none"> <li>Know reasons for practising safer sex</li> <li>Know the different methods of contraception including how they are used and how to get them</li> <li>Consent</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating advantages and disadvantages of different methods of contraception</li> </ul>		
	Contraception	To develop awareness of sexual health testing and the skills and strategies for safer sex	<ul style="list-style-type: none"> <li>Recap use of the condom</li> <li>Know about emergency contraception</li> <li>Know how to go about getting a sexual health test</li> <li>Be aware of skills and strategies for using contraception</li> <li>Signposting for local services and trusted sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in negotiation through giving advice on contraception in mock scenario</li> </ul>	Contraceptive method worksheet	Check contraception grids for accuracy Circulate and give feedback during mock scenario

	Pregnancy	To consider the dilemma of an unintended pregnancy	<ul style="list-style-type: none"> <li>• Know the advantages and disadvantages of the different pregnancy options</li> <li>• Understand that people hold a range of different views and beliefs about the different pregnancy options</li> <li>• Signposting of local services and trusted sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the symptoms of pregnancy</li> <li>• Empathise with the dilemma of unintended pregnancy</li> <li>• Being respectful</li> </ul>	Self-assessment	Self-assessment
	<b>Lesson focus</b>	<b>Aims/ LO's</b>	<b>Knowledge &amp; Understanding</b>	<b>Key Skills</b>	<b>Homework</b>	<b>Reflect/Assess</b>
Yr 11	Pornography	To understand how pornography and sexualised media can influence expectations of behaviour in sex and relationships	<ul style="list-style-type: none"> <li>• To be aware of what pornography is</li> <li>• Understand the law and rights relating to sex</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between pornography and real life</li> </ul>	Self-assessment sheet	Self-assessment

## APPENDIX 5: Withdraw procedure flow chart



## APPENDIX 6: Sources of information and signposting of information for parents and teachers

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)
- Family Planning Association  
<https://www.fpa.org.uk/relationships-and-sex-education/teachers/statutory-RSE-england-simple-guide>
- Sex Education Forum  
<https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/8-can-parents-withdraw-their-children-school-RSE>
- PSHE Survey Visits- Supplementary Subject Specific Guidance (April 2014)  
<http://www.ofsted.gov.uk/resources/generic-grade-descriptors-and-supplementary-subject-specific-guidance-for-inspectors-making-judgements>
- Keeping children safe in education (2021) Department for Education  
[https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/446038/50742\\_Cm\\_9121\\_Web.pdf](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446038/50742_Cm_9121_Web.pdf)
- DfE Government response: Life lessons: PSHE and SRE in schools  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/446038/50742\\_Cm\\_9121\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/446038/50742_Cm_9121_Web.pdf)
- Not yet good enough: personal, social, health and economic education in schools (Ofsted, 2013)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413178/Not\\_yet\\_good\\_enough\\_personal\\_social\\_health\\_and\\_economic\\_education\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413178/Not_yet_good_enough_personal_social_health_and_economic_education_in_schools.pdf)
- SRE the evidence  
<http://www.sexeducationforum.org.uk/media/28306/SRE-the-evidence-March-2015.pdf>
- Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31:  
<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>
- The PSHE Association's resources for parents:  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>
- Sex Education Forum Fact Sheets [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)
- Government guidance on Personal, Social and Health and Economic (PHSE Education) 2013 [www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe](http://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe)
- Overview of the legislation and guidance currently in place regarding SRE in schools 2014 [www.parliament.uk/briefing-papers/SN06103.pdf](http://www.parliament.uk/briefing-papers/SN06103.pdf)
- HIV in Schools: 'Good practice guide to supporting children infected or affected by HIV'

[http://www.ncb.org.uk/dotpdf/open%20access%20-%20phase%201%20only/hivforum\\_schoolsgpg.pdf](http://www.ncb.org.uk/dotpdf/open%20access%20-%20phase%201%20only/hivforum_schoolsgpg.pdf)

- Guidance if your school becomes aware that a pupil is pregnant...  
[www.dfes.gov.uk/schoolageparents](http://www.dfes.gov.uk/schoolageparents)

*Signposting of services:*

- Strategy Co-ordinator, Education other than at School (EOTAS), Ealing Council (for information & advice regarding educational provision for teenage parents / pregnant students) ☎ 020 8825 7734
- Care to Learn: Childcare support for young learners under 19yrs ☎ 0845 600 2809
- Ealing Teenage Pregnancy and Parenthood Co-ordinator, Ealing Council ☎ 020 8825 8563
- Ealing National Healthy Schools Co-ordinator, Ealing Council ☎ 020 8825 7707
- Image in Action work with people with special educational needs. They undertake direct work with schools and staff training ☎

*Lesson Plans & Resources:*

- See the Ealing PSHE scheme of work for suggested lesson plans and related resources. Contact the Healthy Schools Team for a copy ☎ 020 8825 7707.
- See also CSN scheme of work for suggested lesson plans and related resources. Contact [info@csncic.net](mailto:info@csncic.net) ☎ 01206 241 556.

*National Confidential Sexual Health and Relationship Helplines:*

- Brook ☎ 0800 0185 023
- Sexwise: *under 18's advice on sex, relationships or contraception* ☎ 0800 28 29 30
- fpa (formerly Family Planning Association) ☎ 0845 310 1334
- British Pregnancy Advisory Services (BPAS) ☎ 08457 304030
- National AIDS helpline ☎ 0800 567123
- Lesbian & Gay Switchboard ☎ 020 7837 7324 [www.queery.org.uk](http://www.queery.org.uk)
- Childline: for children in care ☎ 0800 884444 (6pm – 10pm every day)
- Samaritans: ☎ 0345 909090

*Local Services:*

- Looked After Children NuRSE Advisor ☎ 020 8354 8808 ☎ 07983 394 506
- Your Zone: *for lesbian, gay & bisexual people* ☎ 020 8896 3673
- Ealing Youth Counselling and Information Service, *55 High Street, Acton* ☎ 020 8992 8182

NB: Further local information is available on the Ealing Grid for Learning (EGfL) under A-Z of site then follow the link to Teenage Pregnancy. Here you will find details of Ealing resources including a directory of services within the borough, and other helpful links.

*Ealing Young Persons Information Card:*

For copies of this resource for young people, contact the Children's Information Service on 020 8825 9767

