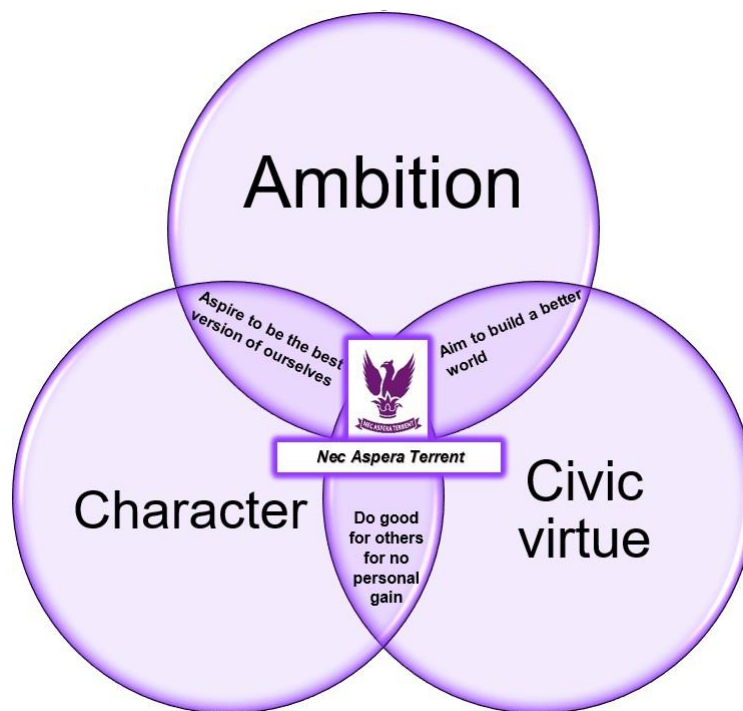


# RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSHE) POLICY



Reviewed by CSWP: 23 May 2024

Ratified by the Governing Body: 21 July 2024

Date of Next Review: October 2025



## DRAYTON MANOR HIGH SCHOOL

### RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSHE) POLICY

#### 1. RATIONALE

##### Definition:

The policy refers to Relationship, Sex and Health 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 were consulted via the school's website and letters to parents. The results of this informed the policy development. Parents were be given the opportunity to look through the policy and offer feedback.
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. This policy is reviewed at Governors meetings at regular intervals.

#### 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. This is also communicated through our 'SHINE' programme.

RSHE will usually be delivered by a member of school staff. Within PSHE and 'SHINE' lessons this is a team of SHINE teachers led by the Head of 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 'SHINE' 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 SHINE staff induction and during in-school meeting times to support their teaching of RSHE and PSHE education. This may be faculty time, additional 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 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 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 children2020

<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/ carers 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

## APPENDIX 1: STATUTORY PROVISION WITHIN THE SCIENCE CURRICULUM

### Key Stage 3 (age 11-14 years)

#### 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 14-16 years)

#### 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

### **Respectful relationships including friendships**

the characteristics of **positive and healthy friendships** (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different **(non-sexual)** types of relationship.

practical steps they can take in a range of different contexts to **improve or support respectful relationships**.

how **stereotypes**, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

that in school and in wider society they can expect to be **treated with respect by others, and that in turn they should show due respect to others**, including people in positions of authority and due tolerance of other people's beliefs.

about **different types of bullying** (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

that some types of behaviour within relationships are **criminal**, including violent behaviour and coercive control.

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.

what constitutes sexual harassment and sexual violence and why these are always unacceptable.

## APPENDIX 3: SHINE/CCW OVERVIEW OF RELATIONSHIPS AND SEX EDUCATION

<b>Y7</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)	Male/Female internal and external sexual organs Recognise that everyone is unique Consent	Working together Discussion Being respectful	Personal
<b>Y9</b>	Child sexual exploitation	To define CSE and understand what the grooming process is	Define Child Sexual Exploitation Understand the grooming process in CSE Signposting where to go for help	Identify the grooming stages from a scenario	Myths and Misconceptions in CSE
<b>Y9</b>	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	Know the push and pull factors of CSE Know how drugs and alcohol link to CSE	Discussion Reflection	
<b>Y9</b>	How to be assertive	To understand and demonstrate assertive behaviour  To understand what consent is	Know and recap passive, aggressive and assertive behaviour responses Consent	Demonstrate assertive behaviour	Revise for End-Of-Year assessment
<b>Y9</b>	REFLECTION lesson for after viewing Chelsea's choice	To reflect on the drama Chelsea's Choice and write messages to Chelsea	Recap grooming stages and identify where each happened in the drama Recap assertiveness	Empathy Write messages to Chelsea	X
dividual and group feedback Circulate during role plays HW					
<b>Y11</b>	Pornography	To understand how pornography and sexualised media can influence expectations of behaviour in sex and relationships	To be aware of what pornography is Understand the law and rights relating to sex	Identify the difference between pornography and real life	Self-assessment sheet
	To know what assertive behaviour is Consent	Assertiveness Develop skills to respond positively to a variety of pressures Demonstrate negotiation and assertiveness skills relating to relationships	Design your own scenario and role play – assertive response	Individual and group feedback Circulate during role plays HW	
			18		

Y8	Y8	Sexual bullying	Y8	Sexual bullying	To know what sexual bullying is and explain how someone could take action to deal with it	Key concepts stereotyping, prejudice and discrimination Identify sexual bullying situations o Know a range of strategies for how someone may take action to deal with it	Discuss usefulness of a range of strategies o Being respectful
Y10	Safe sex and decision making	To recognise responsible behaviours in the context of sex and relationships including safe sex, consent and contraception	Know reasons for practising safer sex Know the different methods of contraception including how they are used and how to get them Consent	Evaluating advantages and disadvantages of different methods of contraception			
Y10	Contraception	To develop awareness of sexual health testing and the skills and strategies for safer sex	Recap use of the condom Know about emergency contraception Know how to go about getting a sexual health test Be aware of skills and strategies for using contraception Signposting for local services and trusted sources of information	Develop skills in negotiation through giving advice on contraception in mock scenario	Contraceptive method workshhet	Check contraception grids for accuracy Circulate and give feedback during mock scenario	

<p><b>Y10</b></p>	<p>Pregnancy</p>	<p>To consider the dilemma of an unintended pregnancy</p>	<p>Know the advantages and disadvantages of the different pregnancy options            Understand that people hold a range of different views and beliefs about the different pregnancy options            Signposting of local services and trusted sources of information</p>	<p>Recognise the symptoms of pregnancy            Empathise with the dilemma of unintended pregnancy            Being respectful</p>	<p>Self-assessment</p>	<p>Self-assessment</p>
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## APPENDIX 3: SHINE/CCW OVERVIEW OF RELATIONSHIPS AND SEX EDUCATION

Y8	Relationships and conception	To consider reasons why people want intimate relationships and why people use contraception	Reasons why people want intimate relationships Stages of conception into a sequence Reasons why people use contraception	Reflect on own and other values and beliefs about relationship Sequencing Weighing up reasons	What makes a good relationship and personal reflection
Y8	Contraception	To know the main types of contraception and how they work	Know that contraception prevents pregnancy Main types of contraception and how they work How to use a condom	Weighing up types based on advantages and disadvantages of each	
Y8	STIs	To know about some common STI's and how to prevent them	List some common STI's, know how they are transmitted, know the symptoms Understand that they can be treated	Explain how to prevent common STI's	Find 10 facts about the infection HIV and AIDS
Y8	HIV/AIDS	To know what HIV/AIDS is, how it is transmitted and how it can be prevented	Know what HIV/AIDS is, how it is transmitted, that anyone can get HIV, young or old, women or men, gay or straight	Self-assess knowledge and understanding of sexual health	
Y8	Relationships and conception	To consider reasons why people want intimate relationships and why people use contraception	Reasons why people want intimate relationships Stages of conception into a sequence Reasons why people use contraception	Reflect on own and other values and beliefs about relationship Sequencing Weighing up reasons	What makes a good relationship and personal reflection
Y8	Contraception	To know the main types of contraception and how they work	Know that contraception prevents pregnancy Main types of contraception and how they work How to use a condom	Weighing up types based on advantages and disadvantages of each	
Y8	STIs	To know about some common STI's and how to prevent them	List some common STI's, know how they are transmitted, know the symptoms Understand that they can be treated	Explain how to prevent common STI's	Find 10 facts about the infection HIV and AIDS
Y8	HIV/AIDS	To know what HIV/AIDS is, how it is transmitted and how it can be prevented	Know what HIV/AIDS is, how it is transmitted, that anyone can get HIV, young or old, women or men, gay or straight	Self-assess knowledge and understanding of sexual health	

continued

## APPENDIX 3: SHINE/CCW OVERVIEW OF RELATIONSHIPS AND SEX EDUCATION

Y9	Child sexual exploitation	To define CSE and understand what the grooming process is	Define Child Sexual Exploitation Understand the grooming process in CSE Signposting where to go for help	Identify the grooming stages from a scenario	Myths and misconceptions in CSE
Y9	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	Know the push and pull factors of CSE Know how drugs and alcohol link to CSE	Discussion Reflection	
Y9	How to be assertive	To understand and demonstrate assertive behaviour  To understand what consent is	Know and recap passive, aggressive and assertive behaviour responses Consent	Demonstrate assertive behaviour	Revise for End-Of-Year assessment
Y9	REFLECTION lesson for after viewing Chelsea's choice	To reflect on the drama Chelsea's Choice and write messages to Chelsea	Recap grooming stages and identify where each happened in the drama Recap assertiveness	Empathy Write messages to Chelsea	X
Y9	Child sexual exploitation	To define CSE and understand what the grooming process is	Define Child Sexual Exploitation Understand the grooming process in CSE Signposting where to go for help	Identify the grooming stages from a scenario	Myths and misconceptions in CSE
Y9	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	Know the push and pull factors of CSE Know how drugs and alcohol link to CSE	Discussion Reflection	
Y9	How to be assertive	To understand and demonstrate assertive behaviour  To understand what consent is	Know and recap passive, aggressive and assertive behaviour responses Consent	Demonstrate assertive behaviour	Revise for End-Of-Year assessment
Y9	REFLECTION lesson for after viewing Chelsea's choice	To reflect on the drama Chelsea's Choice and write messages to Chelsea	Recap grooming stages and identify where each happened in the drama Recap assertiveness	Empathy Write messages to Chelsea	X

## APPENDIX 3: SHINE/CCW OVERVIEW OF RELATIONSHIPS AND SEX EDUCATION continued

Y10	Safe sex and decision making	To recognise responsible behaviours in the context of sex and relationships including safe sex, consent and contraception	Know reasons for practising safer sex Know the different methods of contraception including how they are used and how to get them Consent	Evaluating advantages and disadvantages of different methods of contraception	
Y10	Contraception	To develop awareness of sexual health testing and the skills and strategies for safer sex	Recap use of the condom Know about emergency contraception Know how to go about getting a sexual health test Be aware of skills and strategies for using contraception Signposting for local services and trusted sources of information	Develop skills in negotiation through giving advice on contraception in mock scenario	Contraceptive method worksheet
Y10	Pregnancy	To consider the dilemma of an unintended pregnancy	Know the advantages and disadvantages of the different pregnancy options Understand that people hold a range of different views and beliefs about the different pregnancy options Signposting of local services and trusted sources of information	Recognise the symptoms of pregnancy Empathise with the dilemma of unintended pregnancy Being respectful	Self-assessment
Y11	Pornography	To understand how pornography and sexualised media can influence expectations of behaviour in sex and relationships	To be aware of what pornography is Understand the law and rights relating to sex	Identify the difference between pornography and real life	Self-assessment sheet

#### APPENDIX 5: WITHDRAW PROCEDURE FLOW CHART

Parent/ carer has initial discussion with their child's HOY or the Head of CCW/Social Sciences. Contact may be a phone call, email or letter.

Meeting arranged with HOY and Head of CCW/Social Sciences with parent regarding RSHE specific content using the SOW and the benefits of RSHE. This is to establish also which parts of RSHE the parent is requesting their child be withdrawn from.

Parent confirms request to withdraw in writing to the Head Teacher including which part (or all parts) of RSHE within CCW/SHINE lessons their child is to be withdrawn from.

The school responds to parent in writing confirming the request and arrangements to be made.

Student withdrawn.



## 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-judgement>
- Keeping children safe in education (2021) Department for Education  
Keeping children safe in education 2021 ([publishing.service.gov.uk](https://www.publishing.service.gov.uk))
- 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@csnic.net](mailto:info@csnic.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)