

Mark Rutherford School



RELATIONSHIP AND SEX EDUCATION DRAFT POLICY

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Governor's Committee:	
Adopted by the Governing Body on:	
Signed (Chair of Committee):	
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CONTENTS

1. Introduction, Vision and School Values	2
2. Definitions	3
3. Aims of Relationship and Sex Education	3
4. Statutory requirements	4
5. Roles and responsibilities	4
6. Curriculum	6
7. Delivery of RSE.....	6
8. Equality and Accessibility	7
9. Safeguarding and confidentiality.....	8
10. Assessment.....	8
11. Curriculum Links	9
12. Working with Parents	9
13. Use of external organisations and materials.....	10
14. Parents’ Right to Withdraw	11
15. Staff Training	11
16. Monitoring Quality	11
17. Policy development	11
Appendix 1: Curriculum map.....	13
Appendix 2: By the end of secondary school pupils should know	18
Appendix 3: Parent/carer form: withdrawal from sex education within RSE.....	21

1. INTRODUCTION, VISION AND SCHOOL VALUES

Mark Rutherford School’s RSE policy is designed to support the school vision and values it upholds.

1.1 Whole School Vision

We believe that every child is unique. Our aim is to set high expectations and provide a broad and balanced curriculum. Our students will have personalised learning experiences that will enable them to be healthy, stay safe, enjoy and achieve, make positive contributions and to achieve economic well-being. We provide students with opportunities and experiences to succeed both socially and academically. Education is seen in its broadest sense and as a lifelong experience.

1.2 Personal Development Vision

Our school, in partnership with parents/carers, has a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. Our personal development provision empowers our students to deal with the real-life issues affecting them, their families and communities. We aim to ensure our students develop resilience in the social, health and economic realities of their lives so that they are equipped to thrive in their relationships and careers. We provide them with different opportunities outside of their academic curriculum to support our students to be healthy (mentally and physically) and safe, including online.

1.3 School Values

At Mark Rutherford we are: Motivated, Respectful and Successful. Below are the positive behaviours that we expect of all our students.

Motivated

- To be organised
- To be an inquisitive learner
- To be resilient
- To be ambitious

Respectful

- To respect yourself
- To respect others
- To respect our school

Successful

- To be a positive role model
- To achieve to the best of your ability
- To represent the school
- To be prepared for life beyond Mark Rutherford

2. DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. AIMS OF RELATIONSHIP AND SEX EDUCATION

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

- Provide a framework in which sensitive discussions can take place
- Create an atmosphere of trust and confidence where opinions and views can be freely shared and explored.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Provide students with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, supportive and enquiring ethos around issues of difference such as gender, sexuality, race, religion and ethnicity, enabling students

- To respect similarities and differences between all people in our school community and the wider world
- Promote enjoyment of safe relationships based upon mutual trust, respect, consent and free from abuse.
- Teach students the correct anatomical vocabulary to describe the human body
- Enable students to embrace the challenges of creating a happy and successful adult life
- Signpost students to reliable and appropriate support, making sure they know how to access the support.

4. STATUTORY REQUIREMENTS

The Department for Education published [statutory guidance](#) for Relationships Education and Relationships and Sex Education (RSE) in June 2019. As a maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Mark Rutherford School, we teach RSE as set out in this policy. See Appendix 2, for the outline of what students should know by the end of secondary school, as stated in the statutory guidance.

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

The Governing Board are responsible for ensuring all students at Mark Rutherford:

- Make progress in achieving the expected educational outcomes.
- Benefit from a curriculum that is well-led, effectively managed and well planned.
- Receive teaching that is delivered in ways that are accessible to all pupils with SEND.
- Reviewing the policy on an annual basis.

5.2 The Headteacher

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring parents are fully informed of this policy.
- Ensuring that RSE and health education is taught consistently across the school.
- Ensuring all staff are suitably trained to deliver the subjects.

- Sharing resources and materials with parents and carers.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Reviewing requests to withdraw pupils from non-statutory components of RSE (see section 9)
- Encouraging parents to be involved in consultations regarding the school's RSE curriculum.

5.3 The PSHE Subject Leader

The PSHE Leader is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues and other subject leaders in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

5.4 Subject Teachers

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the PSHE subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the PSHE subject leader or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents / carers have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- Staff do not have the right to opt out of teaching RSE and are encouraged to discuss this with the headteacher if they have any concerns.

5.5 SENCO

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Teaching Assistants (TAs) in order to meet
- Pupils' individual needs. staff do not have the right to opt out of teaching RSE and are encouraged to discuss this with the headteacher if they have any concerns

5.6 Pupils

Pupils are responsible for:

- Engage fully in RSE and, when discussing issues related to RSE.
- Treating others with respect and sensitivity when exploring issues and topics explored through RSE.
- Adhering to the PSHE ground rules in RSE lessons.

6. CURRICULUM

Our RSE curriculum is set out as per Appendix 1 and is guided by the PSHE Association's Programme of Study for KS3, 4 and 5. It is a sequenced, spiral programme that builds on prior learning as pupils progress through school.

The curriculum is developed in consultation with parents/carers, pupils and staff, taking into account the age, developmental stage, needs and feelings of our pupils and is adapted as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area. We will also consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

We will share all curriculum materials with parents and carers upon request. For more information about our curriculum, see our curriculum map in Appendix 1.

7. DELIVERY OF RSE

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

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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will ensure that core knowledge is sectioned into units of a manageable size and the required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. EQUALITY AND ACCESSIBILITY

We will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

We will teach about topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages

We will make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions

- 1-to-1 discussions
- Give careful consideration to the level of differentiation needed

9. SAFEGUARDING AND CONFIDENTIALITY

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible in relation to GDPR.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, and that if a disclosure is made, the DSL will be alerted immediately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled. This includes the process for when they have a concern about a peer.

10. ASSESSMENT

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities.

To assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics such as healthy eating, online safety, relationships

and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before

Assessment refers to gauging what has been learned and what still needs to be learned. At the start of every unit of work a baseline assessment will be carried out to gauge students individual starting points and an end of unit assessment is carried out to assess progress.

Assessment in PSHE will:

- Provide students with the opportunity to reflect on their learning and how it relates directly to their individual identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- Enable teachers to identify that learning has taken place, demonstrate progress, and identify future learning needs.
- Increased students' awareness of their own progress and development and illustrate the value of their learning.

There are no formal assessments for RSE and health education. A combination of teacher assessment and pupil self and peer assessment will be used to gauge progress. Progress will be captured using the following activities:

- Questionnaires
- Quizzes
- Discussion and verbal feedback

- Whole Class feedback
- Individual feedback
- Mind-maps
- Points on a scale / Continuums
- Written reflection tasks

11. CURRICULUM LINKS

We seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:

- Science: pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing: pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE: pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE: pupils learn about respect and difference, values and characteristics of individuals. Pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

12. WORKING WITH PARENTS

At Mark Rutherford School we understand that a parent's or carer's role in the development of their children's understanding about relationships and health is vital. We want to work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

When in consultation with parents, we will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from Non statutory elements of RSE and health education.

Parents will be provided with opportunities to understand and ask questions about the school's approach to RSE and health education and we understand that the teaching of some aspects of the curriculum may be of concern to parents.

If parents have concerns regarding RSE and health education, they may submit these via the school email: mark.rutherford@mrus.co.uk or contact the school office to arrange a meeting with the Leader of PSHE.

Parents will be consulted on the curriculum content, through letters newsletters, letters and meetings and the curriculum will be planned in conjunction with parents' views.

13. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

14. PARENTS' RIGHT TO WITHDRAW

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

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

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

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

15. STAFF TRAINING

Training will be provided to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum and is included in our continuing professional development calendar.

Training will be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

We will also invite carefully selected visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

16. MONITORING QUALITY

The delivery of RSE is monitored by Clare Purcell, Leader of PSHE, through:

- Learning walks
- Staff, student and parental feedback
- Monitoring of PSHE booklets

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Purcell, Leader of PSHE every two years. At every review, the policy will be approved by the Governing Board.

17. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME In this unit students will learn:	Resources
Year 7	Autumn	<p>Diversity</p> <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online and how to support others 	<ul style="list-style-type: none"> • Chameleon PDE • PSHE Association • NSPCC • The Diana Award • Equality and Human Rights Commission • Childnet • BBFC
Year 7	Spring	<p>Health and Puberty</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships
Year 7	Summer	<p>Building Relationships</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	<ul style="list-style-type: none"> • Chameleon PDE • PSHE Association • NSPCC Talk Relationships
Year 8	Autumn	<p>Discrimination</p> <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, misogyny, misandry, homophobia, biphobia and transphobia 	<ul style="list-style-type: none"> • Chameleon PDE • PSHE Association • Equality and Human Right Commission • Dove Confident Me • Diana Award

YEAR GROUP	TERM	TOPIC/THEME In this unit students will learn:	Resources
Year 8	Summer	<p>Identity and Relationships</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships • Revealing Reality – Not just flirting
Year 9	Spring	<p>Respectful Relationships</p> <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<ul style="list-style-type: none"> • PSHE Association • Chameleon PDE • NSPCC Talk Relationships • CRESST Curious about Conflict • Terrence Higgins Trust
Year 9	Summer	<p>Intimate Relationships</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships • CEOPS • NHS Direct • Disrespect NoBody – DfE • Terrence Higgins Trust

YEAR GROUP	TERM	TOPIC/THEME In this unit students will learn:	Resources
Year 10	Spring	Addressing Extremism and Radicalisation <ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	<ul style="list-style-type: none"> • PSHE Association • Chameleon PDE • Equality and Human Rights Commission • NSPCC
Year 10	Summer	Healthy Relationships <ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	<ul style="list-style-type: none"> • Medway Public Health Directorate • PSHE Association • NSPCC Talk Relationships
Year 11	Spring	Communication in Relationships <ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	<ul style="list-style-type: none"> • PSHE Association • Chameleon PDE • Somethings not Right – DfE • Alice Ruggles Trust

YEAR GROUP	TERM	TOPIC/THEME In this unit students will learn:	Resources
Year 12	Spring 1	Diversity and Inclusion <ul style="list-style-type: none"> • how to communicate personal values in different types of relationships • strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • to celebrate cultural diversity and promote inclusion • about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate • how to safely challenge prejudice and discrimination, including online • about extremism and radicalisation, how to reduce the risks and when, where and how to seek help 	<ul style="list-style-type: none"> • PSHE Association • Chameleon PDE • Equality and Human Rights Commission
Year 12	Summer	Respectful Relationships <ul style="list-style-type: none"> • how to seek and assertively give, not give or withdraw consent, in all contexts • about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • how to identify the signs of abuse, exploitation and assault or rape • where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to recognise manipulation and coercion and manage negative influence and persuasion • exit strategies for unhealthy relationships • about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help • exit strategies for pressurised or dangerous situations 	PSHE Association Chameleon PDE

YEAR GROUP	TERM	TOPIC/THEME In this unit students will learn:	Resources
Year 13	Spring 1	Intimate Relationships <ul style="list-style-type: none"> • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent • how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner • about sexual health services, locally, nationally and online, and how to access and use them • to recognise how fertility changes over time and evaluate the implications of this • about the advantages of delaying conception • about unintended pregnancy and young parenthood • about the pathways available in the event of an unintended conception • how to access appropriate advice and support in relation to pregnancy, including miscarriage 	PSHE Association
Year 13	Summer	Building and maintaining relationships <ul style="list-style-type: none"> • how to manage mature friendships, including making friends in new places • strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time • about personal safety in new relationships, including online • how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust' • about relationship challenges and how to manage the ending of relationships safely and respectfully, including online • how to assertively communicate and negotiate boundaries in relationships • about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries • how to manage strong emotions, communicate constructively and negotiate difficulties • strategies to recognise, de-escalate and exit aggressive social situations • how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon 	PSHE Association

APPENDIX 2: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

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

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

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

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

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