Relationships and Sex Education (RSE) Policy

RSE Policy

Table of contents

Rationale

This policy outlines our school's approach to Relationship and Sex Education (RSE). Our RSE programme is embedded within our Personal Development (PD) curriculum and addresses all outcomes documented in the statutory guidance from the Department for Education (DfE, 2019) for RSE and Health Education.

Our RSE programme builds on the Relationships Education that is taught in our partner primary schools. Our pupils are taught in an age appropriate, inclusive way about intimate relationships, family relationships, friendships and other types of important relationships; with a focus on differentiating between healthy relationships and those that are unhealthy or harmful. The starting point for our RSE programme is always the facts and applicable law; so that pupils are clear on their rights and responsibilities as citizens.

Aims of the RSE Programme

The objectives of the RSE programme at Tytherington School are to ensure that our young people:

- Are provided with the information and skills necessary to develop healthy, fulfilling and nurturing relationships.
- Can identify what healthy relationships look like in a range of contexts (i.e., intimate relationships, family relationships, friendships, relationships with colleagues, marriage and other types of long-term committed relationships).
- Can identify unhealthy, harmful and criminal behaviour that can occur in relationships (both online and offline) and understand where/how to seek advice and support.
- Understand how to stay safe, behave appropriately online and recognise the risks/dangers posed by the online world (including how/where to get support and report issues online).
- Are well informed about the full range of contraceptive choices.
- Understand the facts about maintaining good sexual health.
- Know what the law says about the topics covered in RSE, including issues relating to sexual consent.
- Understand the facts and choices in relation to reproductive health and pregnancy.

- Understand the positive effect that good relationships can have on physical and mental health, and emotional wellbeing.
- Understand how and where to access further advice relating to sexual and reproductive health/treatment.
- Are well equipped to make decisions for themselves; whilst respecting the rights of others to make their own decisions.

We want our young people to understand that all individuals should be treated fairly and equally, and our RSE programme is driven by a school ethos that promotes and is accepting of differences between people.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all pupils receiving secondary education. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

Policy Availability

This policy is available to parents, carers and others through the school website. If parents, carers or others require this policy in an alternative format then they should contact the Headteacher, Mr Botwe.

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** – the school's 'ROSE day' system for the delivery of RSE was reviewed by the Headteacher and other members of the Senior Leadership Team. The decision was made to implement a new system whereby RSE would be delivered

as part of timetabled Personal Development lessons (from September 2022 this includes all students in years 7-13). Due to this change and the new statutory DfE guidelines, it was necessary to update our RSE policy.

2. **Staff consultation** – key members of school staff were given the opportunity to look at the draft policy and make recommendations. This included the Senior Leadership Team, Heads of Year, the pastoral and safeguarding team and the PD team.

3. **Parent/carer consultation** – parent governors were invited to examine our draft policy and RSE curriculum and to suggest recommendations.

4. **Pupil consultation** – pupil voice was carried out to investigate exactly what our young people want from the RSE curriculum. Feedback from this was used to inform the development of the curriculum.

5. **Approval** – the approval of this policy has been delegated by the Chair of Governors to the Headteacher, Mr Botwe.

Definition

RSE is about the emotional, physical, social and cultural development of our pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information (i.e., the facts and relevant laws), and exploring issues and values.

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

Delivery of RSE

RSE is largely taught within the Personal Development (PD) curriculum at Tytherington School. Biological aspects of RSE are also embedded in the Science curriculum, and other aspects are included in Religious Studies (RS). A thorough curriculum audit has been carried out to avoid unnecessary duplication of content across subjects.

From September 2022 all students in years 7 – 13 will have one discrete PD lesson each fortnight. This is also complemented with tutor time sessions, assemblies and occasional 'off-timetable' sessions where pupils receive specialist input from trained professionals (e.g., the school nurse) and other organisations/groups (e.g., Millie's Trust, Brook). This curriculum is planned/monitored/evaluated by the Head of Personal Development and is delivered by a team of specialist teachers.

Curriculum

Our RSE curriculum has been carefully planned to ensure that it addresses all the most recent statutory DfE outcomes. It has been developed in consultation with parents, pupils and staff to ensure that it meets the needs of the young people at Tytherington School, and local community.

RSE is taught through a 'spiral programme' whereby reoccurring themes are revisited regularly to extend and deepen learning; in an age and developmentally appropriate manner.

RSE is carefully embedded throughout our Personal Development curriculum and therefore it seems illogical to try to segregate the two. **Appendix 1** shows our **curriculum overview** for Personal Development (years 7-13) and **Appendix 2** shows the specific **DfE outcomes for the delivery of RSE in secondary schools**. As mentioned previously, these are all addressed in our Personal Development curriculum.

Although we have a clear map of our RSE curriculum, it is important to note we are flexible and responsive to current school, community, national and international issues that affect the lives of our young people.

Creating and Safe and Supportive Learning Environment

When teaching RSE it is crucial to establish a safe learning environment. This is largely facilitated through establishing clear 'ground rules' with the pupils, which are revisited regularly. Pupils are also reminded about the importance of confidentiality and keeping the conversation in the room.

a) Dealing with difficult questions

It is important that our pupils feel comfortable to ask questions and that their questions are valued. However, it may not always be appropriate to answer questions immediately and/or on a whole class basis; therefore, the following techniques are used to deal with difficult questions:

- Teachers can ask the pupil to wait for an answer to allow them to gather appropriate information and to consult with colleagues to construct a response.
- The use of an anonymous question box where pupils who are not comfortable in asking questions in an open setting may ask questions to be responded to later. The teacher can also filter questions as appropriate.
- The use of 'ground rules' to clarify boundaries for the nature of questions; including that pupils should not reveal personal information in class but speak to someone they trust after the lesson (e.g., school nurse, teacher, parent, member of the safeguarding team) and the importance of using appropriate terminology.
- If a question is asked that raises a safeguarding/child protection concern, then the school's safeguarding procedure will be followed.
- Teachers must not answer personal questions and/or to reveal personal information.

b) Dealing with difficult topics

All topics will be delivered in an age appropriate manner, with a clear focus on the facts and the law. The lead teacher for Personal Development trained in Psychology and PSHE and is experienced in

the delivery of RSE in secondary schools. Lessons are planned using resources that are endorsed by the PSHE Association.

When a topic requires more specialist input, qualified professionals (e.g., Millie's Trust) are invited into school to deliver presentations/workshops to our young people.

The Head of Department will attend regular training from the PSHE Association to keep abreast of the new DfE curriculum changes and to assist in the delivery of difficult topics. This shared regularly with the team and wider school staff.

c) Confidentiality and handling disclosures

Pupils are made aware that teachers cannot offer complete confidentiality. In accordance with the school's safeguarding policy and procedure, if a young person indicates that they may be vulnerable and/or at risk then this information will be passed on to the school's operational designated safeguarding lead (Pam Shatwell) or another designated member of the safeguarding team without delay (Mr Pepper, Mrs Healey, Mr Pilbury). An accurate written record will be made of the concerns on the same working day (on CPOMS). Tytherington School's safeguarding policy and procedure will be followed thereafter.

Entitlement and Equality of Opportunity, including LGBTQ+

In accordance with Tytherington School's Equality Policy and the Equality Act (2010), the RSE curriculum promotes the needs and interests of *all* pupils (irrespective of sex, race, religion or belief, sexual orientation, gender reassignment, disability, pregnancy or maternity).

Teaching considers the age, ability, readiness, and varying familial and cultural backgrounds of the young people at Tytherington School; ensuring they can all access a curriculum that is relevant to their lives. The teaching of RSE is embedded within the Personal Development curriculum which is used as a mechanism to develop pupils' understanding of diversity issues and to actively promote equality for all.

Our RSE curriculum aims to ensure that the needs of our LGBTQ+ pupils are appropriately met, and that **all** our pupils understand the importance of equality and respect. Teaching about LGBTQ+ is fully **integrated** across the RSE curriculum in a timely, age appropriate manner.

RSE and pupils with SEND

All pupils in our school have access to our RSE curriculum. To ensure that our curriculum is accessible to our young people with SEND and supports them in meeting the 'Preparing for Adulthood' outcomes in the SEND code of practice (2014), the following strategies are used:

- Quality First teaching.
- Task differentiation according to need.
- Content/delivery adapted according to need.
- Appropriate and effective use of Teaching Assistants.
- Ensuring that all young people have access to the resources they need to allow them to access the curriculum (e.g., laptops, pastel paper etc).
- Differentiated learning outcomes and questioning.
- Differentiated seating plan to facilitate scaffolding.
- Pupil voice questionnaires.
- Communication with parents/carers.
- Specialist teaching of the Links class.

Roles and Responsibilities

a) The governing board

The governing board has delegated the approval of this policy to Mr Botwe (the Headteacher) and will hold the Headteacher to account for its implementation.

b) The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing parent/carer requests to withdraw pupils from non-statutory components of RSE.

c) Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.

- Modelling positive attitudes to RSE.

- Monitoring progress.

- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

d) Pupils

Pupils are expected to engage fully in RSE (unless withdrawn from the non-statutory aspects of sex education – see below) and follow the ground rules which are re-visited at the beginning of every lesson. They should demonstrate self-respect and show respect and sensitivity towards all others.

Parents' Right to Request to Withdraw

Parents/carers have the right to make a **request** to withdraw their child from the **non-statutory components of sex education (**that are not relationships or health education and not covered in the science curriculum) 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 accommodate this. Our curriculum has been very carefully designed and the vast majority is linked to positive relationships and health/safety. The only non-statutory element of sex education is:

- Year 9 – Spring term – lesson 2 (please see the curriculum overview in **Appendix 1** for more details).

If parents/carers do wish to request to withdraw their child from this lesson then in the first instance they should contact Miss Brereton (j.brereton@tytheringtonschool.co.uk) who will send out the form documented in **Appendix 3** of this policy. This form should be completed and returned to Miss Brereton who will pass on the request to Mr Botwe, the Headteacher. Mr Botwe will discuss requests with parents/carers (including the benefits of receiving this important education) and take appropriate action. This process will be documented to ensure that a record is kept.

Pupils who are withdrawn from sex education will be provided with alternative work to in a supervised location in school.

There is no right to withdraw from Relationships Education or Health Education.

Training

The lead teacher for RSE is a member of the PSHE Association which provides support, training and resources on the effective delivery of RSE in secondary schools. This information and resources are disseminated amongst teaching staff to ensure they are appropriately supported.

All teaching and support staff have access to the statutory DfE guidance for RSE (and Health Education) and where appropriate, outside speakers/professionals are invited into school to provide support and training to staff delivering RSE in school.

Signposting

In RSE lessons our pupils are regularly provided with information regarding people/organisations (both in and out of school) from whom they can seek further support/advice. This includes:

- The school's safeguarding team
- The school's inclusion team (Bridges, The Hub, Links team) and pastoral team
- School counsellor
- School nurse
- Childline (https://www.childline.org.uk/) 0800 1111
- Child Exploitation and Online Protection (CEOP) – (https://www.ceop.police.uk/safety-centre/)
- Sexwise (https://www.sexwise.fpa.org.uk/)
- Disrespect NoBody (https://www.disrespectnobody.co.uk/)
- Just DropIn (http://www.justdropin.co.uk/)
- Water's Green Medical Centre: Sexual Health Clinic (https://livewellservices.cheshireeast.gov.uk/Services/3602)
- Brook (https://www.brook.org.uk/)

Response to COVID-19

The COVID-19 pandemic has undoubtably had an impact the relationships that our young people have (e.g., friends, family, pupil-teacher). We are acutely aware of this and through our 'Tytherington Rainbow Recovery Programme' will focued on re-establishing and

strengthening social ties. This programme was delivered to all students to support their relationships in the transition back to school.

We have also developed the 'Blossom Programme' which is a 6-week, small group resilience programme to provide additional support for identified students.

The school's pastoral team and personal development team have completed training with an Educational Psychologist on trauma, anxiety and responding to COVID-19.

Our young people can also access support through the safeguarding team, pastoral team and our inclusion provision.

Monitoring Arrangements

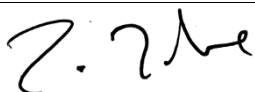Pupil development in RSE is monitored by class teachers as part of our internal assessment systems.

Teaching and learning in RSE will be monitored, evaluated and adapted using the following systems:

- Learning walks/dop ins
- Book looks
- Lesson observations
- Pupil voice
- Staff voice and feedback from regular curriculum audit
- Feedback from parents/carers
- Consultation with other schools in the local area.

Review

This policy will be considered annually and reviewed formally every 3 years to ensure that it meets the needs of our young people, staff and patents/carers, and that it is in line with the DfE guidance and advice. The policy will be considered annually by Jemma Brereton and approved by the Headteacher, Mr Botwe.

Approved by:	Mr E. Botwe
Date approved:	15th July 2020
Signed:	
Date for formal review:	September 2023

	Autumn Term (Discrete PD lessons)	Spring Term (Discrete PD lessons)	Summer Term (Discrete PD lessons)	Tutor Time	Additional sessions
Year 7	**Healthy Body, Healthy Mind** **Lesson 1 –** Welcome to Personal Development, including Rights and Responsibilities. **Lesson 2 –** The Importance of Healthy Eating. **Lesson 3 –** The Importance of Exercise and Sleep. **Lesson 4 –** Mental health and Happiness. **Lesson 5 –** Changing Bodies (1) **Lesson 6 –** Changing Bodies (2) **Lesson 7 –** Personal Hygiene and Dental Health.	**Relationships and Safety** **Lesson 1 –** Healthy Friendships. **Lesson 2 –** Family diversity (including LGBTQ+). **Lesson 3 –** Love, romance, and new feelings (including LGBTQ+) **Lesson 4 –** Bullying, including cyberbullying. **Lesson 5 –** Tackling prejudice and discrimination (racism and homophobia focus). **Lesson 6 –** The safety of women and girls (sexism and sexual harassment focus)	**British Citizenship** **Lesson 1 –** Personal Identity. **Lesson 2 –** What being British means/British values. **Lesson 3 –** Democracy in the UK. **Lesson 4 –** Individual Liberties of UK citizens. **Lesson 5 –** Multicultural Britain. **Lesson 6 –** Religious tolerance.	**Living in the Wider World** **Year 7 form tutors** work through **one session per week** with their forms (this includes topics such as aspirations, careers, managing money, bullying and resilience). **Virtual sessions** JB - **virtual sessions** to address topics/issues **when they arise** & **mark PSHE awareness days** (e.g., sexual harassment, mental health, anti-bullying, pride month) **Statutory Citizenship** **Taking Action –** form groups work collaboratively to support charitable causes throughout the year. Year group assemblies	**Additional sessions/assemblies:** 1. **Basic first aid** training (Millie's Trust) – April? 2. Online safety (police) – September?
Year 8	**Mental Wellbeing and Safety** **Lesson 1 –** Introduction and Emotional Literacy. **Lesson 2 –** Body Image and Self-Esteem. **Lesson 3 –** Recognising Mental Wellbeing Concerns. **Lesson 4 –** Promoting Positive Mental Wellbeing.	**Drugs, Alcohol and Smoking** **Lesson 1 –** Smoking. **Lesson 2 –** Alcohol Awareness (1) **Lesson 3 –** Alcohol Awareness (2) **Lesson 4 –** Drugs Education (1) **Lesson 5 –** Drugs Education (2)	**Equality and Political Systems** **Lesson 1 –** Equality. **Lesson 2 –** Campaigns for racial equality. **Lesson 3 –** Breaking down gender stereotypes. **Lesson 4 –** The Role of Parliament and the Monarch. **Lesson 5 –** Voting and Elections.	**Living in the Wider World** **Year 8 form tutors** work through **for one session per week** with their forms (this includes topics such as self-confidence, careers, managing money, setting goals). **Virtual sessions**	**Additional sessions/assemblies:** - Session on menstrual wellbeing (Women's group)?

	Lesson 5 – The Online World and Wellbeing. **Lesson 6** – Introduction to Recognising Unhealthy and Unsafe Relationships (online and offline) **Lesson 7** – Tackling sexual harassment, sexual abuse, and sexual violence.	**Lesson 6** – Managing Peer Influence and Criminal Exploitation (county lines)	**Lesson 6** – The legal system (laws, the courts, and the police).	JB - **virtual sessions** to address topics/issues **when they arise** & **mark PSHE awareness days** (e.g., sexual harassment, mental health, anti-bullying, pride month) **Statutory Citizenship Taking Action** – form groups to work collaboratively to support charitable causes throughout the year. Year group assemblies	
Year 9	**Relationships and Sex Education** **Lesson 1** – Introduction, Ground rules and key terminology. **Lesson 2** – Reproduction and Fertility: The Facts. **Lesson 3 –** Love and Healthy Intimate Relationships (including LGBTQ+). **Lesson 4 –** The Importance of Consent. **Lesson 5 –** Contraception (1) **Lesson 6 –** Contraception (2) **Lesson 7 –** Sexually Transmitted Diseases and Infections.	**Relationships and Sex Education** **Lesson 1** – Managing Sexual Pressure. **Lesson 2** - Consequences of Teenage Pregnancy. **Lesson 3** – The Dangers of 'Sexting'. **Lesson 4 –** Expectations vs. Reality. **Lesson 5** – Recognising Unhealthy and Unsafe Relationships – **CSE, grooming and abuse.** **Lesson 6** – Recognising unhealthy and unsafe relationships – **forced marriage,**	**Relationships and Sex Education** **Lesson 1** - Marriage and other types of long term committed relationships. **Citizenship+** **Lesson 2 –** Human Rights. **Lesson 3 –** Democracy and other Systems of Government. **Lesson 4 –** Different Electoral Systems. **Lesson 5** – Government Income and Spending **Lesson 6** – The UK and the Wider World.	**Virtual sessions** JB - **virtual sessions** to address topics/issues **when they arise** & **mark PSHE awareness days** (e.g., sexual harassment, mental health, anti-bullying, pride month) **Statutory Citizenship Taking Action** – form groups work collaboratively to support charitable causes throughout the year. Year group assemblies	**Additional sessions/assemblies** 1. Guided choices process. 2. Drugs Awareness Workshop – ROAR? 3. Criminal exploitation (outside speaker) 4. Online safety (police) – September?

	honour-based violence and FGM.			

	Autumn Term (Discrete PD lessons)	**Spring Term (Discrete PD lessons)**	**Summer Term (Discrete PD lessons)**	**Tutor Time**	**Additional sessions**
Year 10	**Mental Wellbeing and Safety** **Lesson 1 –** Common types of mental health problems **Lesson 2 –** Tackling the stigma of men's mental health **Lesson 3** – What does it mean to be a modern man? Tackling toxic masculinity. **Lesson 4 –** A* behaviour in the community. **Lesson 5 –** The impact of drugs/alcohol on risk taking and personal safety **Lesson 6 –** Crime, gangs, and county lines **Lesson 7** – Knife Crime	**Relationships and Sex Education** **Lesson 1 –** Tackling sexist and homophobic language. **Lesson 2 –** Sexual Harassment, abuse, and violence: The consequences. **Lesson 3 –** Sex, sexuality, and gender identity – what is the difference? **Lesson 4 –** Fertility and routes to parenthood**.** **Lesson 5 –** Pregnancy and parenting. **Lesson 6 -** Choices in relation to pregnancy	**Living in the Wider World** **Lesson 1 –** Accepting and valuing diversity. **Lesson 2** – The importance of budgeting. **Lesson 3 –** debit vs. credit – what is the difference? **Lesson 4 –** bank accounts, insurance, and pensions. **Lesson 5 –** Getting the most out of your work experience. **Lesson 6** – Parliamentary democracy: The role of the executive, legislature, judiciary, and a free press.	**Virtual sessions** JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month) **Statutory Citizenship** **Taking Action –** form groups work collaboratively to support charitable causes throughout the year. Year group assemblies	**Additional sessions:** 1. Careers fair. 2. **Brook** – sessions to recap contraception and STIs/STDs. 3. Work experience prep
Year 11	**Health and Wellbeing (online and offline) (1)** **Lesson 1 –** Dealing with tough, 'normal' emotions. **Lesson 2 –** Mental health throughout life/post-school.	**Relationships and Sex Education** **Lesson 1 –** Starting a positive, healthy relationship. **Lesson 2 –** Enthusiastic consent vs. pressure, manipulation, and coercion	**Health and Well-being (online and offline) (continued - 2)** **Lesson 1 –** Cybercrime **Lesson 2 –** Addressing extremism and radicalisation **Lesson 3 –** Self-examination and screening.	**Virtual PD** JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health,	**Additional sessions** 1. Post 16 interviews etc. 2. Input on careers/post-16 options.

	Lesson 3 – The media and online world: Exploring the impact on relationships and mental health **Lesson 4** – Online gambling and gaming **Living in the Wider World** **Lesson 5** – Post 16 options and applications **Lesson 6** – Interview skills **Lesson 7** – Maintaining a positive online presence	**Lesson 3** – Dealing with relationship break ups **Lesson 4** – Grief and bereavement **Lesson 5** – Changes in later life. **Lesson 6** – Recognising unhealthy and unsafe relationships – **domestic abuse.**	**FINISH FOR STUDY LEAVE**	anti-bullying, pride month, managing exam stress) **Statutory Citizenship** **Taking Action** – form groups to work collaboratively to support charitable causes throughout the year. Year group assemblies	3. Session on **blood, cell, and organ donation.** 4. **Brook** – single sex session on sexual harassment. 5. Online safety (polic – September?

	Autumn Term (Discrete PD lessons)	**Spring Term (Discrete PD lessons)**	**Summer Term (Discrete PD lessons)**	**Tutor Time**	**Additional sessions**
Year 12	**Thriving in the sixth form, Wellbeing and Safety** **Lesson 1** – What makes an A* Tytherington Sixth Form student? **Lesson 2** – Balancing the demands of studying, part-time work, and personal life. **Lesson 3** – Managing influences relating to drugs and alcohol **Lesson 4** – The wider consequences associated with drugs	**Relationships and Sex Education** **Lesson 1** – Enthusiastic consent vs. pressure, manipulation, and coercion **Lesson 2** – Contraception and STIs/STDs – recap **Lesson 3** – Fertility and routes to parenthood. **Lesson 4** – Choices in relation to pregnancy **Lesson 5** – Sexually explicit images/videos – the law and wider impact.	**Living in the Wider World** **Lesson 1 –** Employability skills **Lesson 2** – CV writing **Lesson 3** – Part-time jobs – contracts, pay-slips, rights and responsibilities. **Lesson 4** – Driving – what are the financial implications? **Lesson 5 –** Voting in an election.	**Virtual PD** JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress) **Statutory Citizenship** **Taking Action –** form groups work collaboratively to support charitable causes throughout the year.	**Additional sessions:** • UCAS fair • UCAS day with tuto • Post 18 guidance

	Lesson 5 – Staying safe when socialising – home and away (1) **Lesson 6 –** Staying safe when socialising – home and away (2) **Lesson 7 –** Vaping: The Facts	**Lesson 6 –** Tackling sexual harassment in the workplace.		Year group assemblies	
Year 13	**Thriving in the sixth form, Wellbeing and Safety** **Lesson 1 –** What makes an A* Tytherington Sixth Form student? **Lesson 2 –** Balancing the demands of studying, part-time work, and personal life. **Lesson 3 –** Managing influences relating to drugs and alcohol **Lesson 4 –** The wider consequences associated with drugs **Lesson 5 –** Staying safe when socialising – home and away (1) **Lesson 6 –** Staying safe when socialising – home and away (2) **Lesson 7 –** Vaping: The Facts	**Relationships and Sex Education** **Lesson 1 –** Enthusiastic consent vs. pressure, manipulation, and coercion **Lesson 2 –** Contraception and STIs/STDs – recap **Lesson 3 –** Fertility and routes to parenthood. **Lesson 4 –** Choices in relation to pregnancy **Lesson 5 –** Sexually explicit images/videos – the law and wider impact. **Lesson 6 –** Tackling sexual harassment in the workplace.	**Living in the Wider World** **Lesson 1 –** Living away from home – safety, budgeting, and practical considerations. **Lesson 2 –** Renting and buying a house – what is the difference? **Lesson 3 –** Managing exam stress **FINISH FOR STUDY LEAVE**	**Virtual PD** JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress) **Statutory Citizenship** **Taking Action –** form groups to work collaboratively to support charitable causes throughout the year. Year group assemblies	**Additional sessions** - TBC

Appendix 2 – DfE Statutory Outcomes for RSE in Secondary Schools

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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	• 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	• 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	• 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	• 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 form: withdrawal from sex education within RSE

To be completed by the parent/carer and returned to Miss Brereton.

TO BE COMPLETED BY PARENT/CARER			
Name of child		Tutor group	
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/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Headteacher signature and date	