

# Relationships and Sex Education Policy

Hazel Oak School



<b>Approved by:</b>	The Governing Board	<b>Date:</b> September 2023
<b>Last reviewed on:</b>	19 <sup>th</sup> September 2023	
<b>Next review due by:</b>	September 2024	

# 1. Aims

The aims of relationships and sex education (RSE) at Hazel Oak are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Equip students with the skills and knowledge to keep safe, enjoy a healthy social life and be as independent as possible
- Many of our students have difficulty interpreting and understanding the law. For example, personal space and touch offers its challenges for students who have proprioceptive needs.
- Pupils with SEND can be vulnerable to abusive relationships (including 'mate crime' where people with SEND are targeted and befriended for financial abuse).
- Support students around gender identity and sexual orientation.
- Equip students with an understanding around sexual grooming, domestic abuse and forced marriage. This is to help pupils recognise when relationships (including family relationships) are harmful.
- Prepares our young people for challenging 'real life' scenarios and works on building the resilience so that our young people can function and thrive safely within the community.

## 2. Statutory requirement

### Relationships education

All schools providing primary education, including all-through schools and middle schools, includes schools as set out in the Summary section.

### Relationships and sex education

All schools providing secondary education, including all-through schools and middle schools, includes schools as set out in the Summary section.

### Health education

All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges<sup>[footnote 6]</sup>, although they are encouraged to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.

## KEY STAGE 1 and 2

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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 Hazel Oak we teach RSE as set out in this policy.**

### **KEY STAGE 3, 4 and 5**

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 Hazel Oak we teach RSE as set out in this policy.**

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties were informed about the policy via our School Ping communication system.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through robust subject audits and analyzing pupil data
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. 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.

## 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. 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. All classrooms provide a confidential questions box where pupils can write or draw questions or concerns.

The Hazel Oak RSE curriculum aims to equip students with the skills and knowledge to keep safe, enjoy a healthy social life and be as independent as possible. Their vulnerabilities, rooting from social, emotional and communication difficulties, mean that our students are more prone to safeguarding concerns such as bullying, exploitation, self-harm, and physical/sexual/emotional abuse. In school time, students are well protected and supported; however, in the real world, our young people may be subjected to emotional and/or physical harm from the wider public.

A comprehensive list of statutory topics are taught is provided in Appendix A. However, the weighting of areas covered will vary from class to class.

### LGBT+

*DfE guidance states: Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.*

As an institution which prides itself on inclusivity, we feel that gender and sexuality must be taught, openly discussed and supported.

Vulnerabilities rooted from social, emotional and communication difficulties mean that our pupils are more prone to low self-esteem, depression, feelings of isolation, significant mental health and self-harm. Further, in school time, students are protected and supported; however, in the real world, our young people may be subjected to emotional and/or physical harm from the wider public. We therefore need to ensure sure that our pupils have the best opportunities in life which includes experiencing healthy relationships with others, regardless of gender or sexual orientation, and feel confident and content in being who they are.

LGBT+ and inclusivity is embedded across the curriculum. For example, No Outsiders Assemblies, Pride Week, P4C, challenge work and PSHE.

## 6. Delivery of RSE

DfE statutory RSHE topics are fully covered through PSHE lessons. However, like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics are explored within the context of both.

All students receive a weekly PSHE lesson which covers all DfE statutory RSE topics and use the PSHE Association SEND Framework and resources as a guide. However, the sequence and frequency of topics have been carefully adapted to meet the needs of our pupils. Importantly, the focus should be on the quality of learning rather than quantity of 'topics' covered. It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. Given the priority around safeguarding, our students receive a supplementary RSE lesson each week. This gives us the flexibility to address current pupil concerns contextually, which pupils may be experiencing in each class, and avoids having to wait for the topic to come around.

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 others), 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.

Many of our students have difficulty interpreting and understanding the law. For example, personal space and touch offers its challenges for students who have proprioceptive needs. In another example, pupils with SEND can be vulnerable to abusive relationships (including 'mate crime' where people with SEND are targeted and befriended for financial abuse). **It includes topics like gender identity and sexual orientation. It also includes topics like sexual grooming, domestic abuse and forced marriage. This is to help pupils recognise when relationships (including family relationships) are harmful.**

Our RSE curriculum aims to combat these concerns through preparing our young people for challenging 'real life' scenarios and works on building the resilience so that our young people can function and thrive safely within the community. When accessing social media, students who have difficulty with written and verbal communication are in danger of misinterpreting or miscommunicating messages, causing arguments and offence. As many of our students have difficulty processing and regulating feelings, the situation can be compounded, eventually leading to serious mental health issues and even self-harm. Consequently, our RSE curriculum reinforces learning around keeping safe online throughout the academic year.

We cover all topics outlined in the statutory DfE guidance, regardless of developmental delays as RSE is about keeping healthy and safe. However, the topics and delivery are highly differentiated. For instance, we use inclusive language, 'overlearning', chunked learning, contextualised and simplified concepts. Furthermore, there are two highly adapted delivery styles: 'The Sex Factor' delivery involves tactile resources and role play through puppets. And the 'Soap Opera' resource enables students to explore topics through developing their own storyline and characters using comic strip storyboard.

As outlined above, RSHE is a primary focus for our school and is therefore embedded within the wider curriculum. For example, the Talkabout communication and interaction programme, Mental Health First Aid support, inspirational guest speakers, restorative practice, work with the community Police, P4C, and group or 1:1 intervention with health care professionals. The importance of RHSE is highlighted further through our assessment system as every child is given an RHSE ECHP target.

6<sup>th</sup> form students have the opportunity to consolidate their learning through ASDAN PSHE Short course accreditation. The PSHE Short Course has been updated to help centres meet the requirements of the new statutory guidance for sex, relationships and health education in England,

which came into effect in September 2020. ASDAN has produced a [mapping document](#) to show how the challenges and resources can support centres in meeting the new requirements.

We have created a culture where students feel comfortable being themselves, and if students need support, appropriate and timely intervention is provided. Consequently, there are examples of students who have overcome anxiety around a range of challenges such as sexuality, self-harm, keeping safe online. The impact of this curriculum is evident in the level of maturity and knowledge our 6<sup>th</sup> Form students, at the end point of their journey with us. They are well equipped to leave Hazel Oak and access the community safely.

Elements of RSE are also covered through Science lessons:

KS2: baby to adult (looking at life cycles and offspring in animals including humans - basic)

KS3: Changes in body during puberty, reproduction in humans, development of a baby.

KS4: AQQ Human Biology - effect of hormones in the menstrual cycle and in pregnancy. Pre teaching of human reproduction is required for this to make sense to them.

## 1. Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting in a closed, safe environment
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - (All with do not disturb signs on the door and more than one adult in the room)
- Give careful consideration to the level of differentiation needed

## 2. Use of resources

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

## 7. 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

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

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy.

The governing board will hold the headteacher to account for the implementation of this policy.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way in line with this policy
- Communicate consistent messages in line with this policy
- 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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Training and support will be included in staff CPD.

All teaching staff at Hazel Oak are expected to deliver RSE lessons in line with this policy. The RSE Subject Leader, James Summerfield, is responsible for implementing, training and monitoring RSE across school.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

### PRIMARY

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

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

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

### KEY STAGE 3 to 5

Parents have the right to withdraw their children from the **non-statutory/non-science** 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 and take appropriate action.

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

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by James Summerfield through a robust subject auditing process which includes, observations, work scrutiny and data collection.

Pupil development in RSE is monitored by class teachers as part of our internal assessment systems- specifically, 'Assessment Trackers': an assessment using Blooms Taxonomy highlighting levels of understanding.

This policy will be reviewed by James Summerfield on an annual basis. At every review, the policy will be approved by Governors and Andy Simms (Head Teacher).

## Appendix 1: Curriculum map

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### Relationships and sex education curriculum

#### Key Stage 1 and 2

##### Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### **Managing difficult questions**

Primary-age pupils will often ask teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy is to respond to questions factually and communicate discussion with families. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, so relevant sources ago information and wider profession support may be sought if required, with staff keeping parents and carers informed.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

### **Sex education (Primary)**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

## Key Stage 3 and 4

### Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

### Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
  - 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 (for example, 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

### **Online and media**

Pupils should know:

- 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, for example 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**

Pupils should know:

- 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

### **Intimate and sexual relationships, including sexual health**

Pupils should know:

- 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, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography

- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Key Stage 5

<p><b>Getting Along-RSE Enrichment</b></p> <p><a href="#">Soap Opera link</a></p> <p><a href="#">Sex Factor link</a></p>	<p><b>Autumn</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>	<p><b>Spring</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>	<p><b>Summer</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>
<p><b>Getting Along-PHSE/RSE blended</b></p>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Keeping Safe and Healthy</li> <li>• Respectful Relationships</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Careers and your future</li> <li>• Sexual Health</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Families and Parenting</li> <li>• BUFFER (only year 10's in term 2) Complete unfinished modules</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>

<p><b>Getting Along-RSE Enrichment</b></p> <p><a href="#">Soap Opera link</a></p> <p><a href="#">Sex Factor link</a></p>	<p><b>Autumn</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>	<p><b>Spring</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>	<p><b>Summer</b> RSE topics are covered in PSHE. This is an enrichment lesson (MUST BE TAUGHT)</p> <p>Always begin lesson with a quick activity around consent.</p> <p>Respond to priority needs of your class either er through <a href="#">Soap Opera</a> (higher ability) or <a href="#">Sex Factor</a> (lower ability).</p> <p>*Use these supplementary resources for Soap Opera stimulus <a href="#">Talk Relationships</a> <a href="#">It's Not OK</a> <a href="#">Love Life</a> <a href="#">Agenda</a> <a href="#">Think Before you Type</a></p>
<p><b>Getting Along-PHSE/RSE blend</b></p>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Social Media (revisited)</li> <li>• Keeping safe and healthy (revisited)</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Tobacco and drugs</li> <li>• Alcohol</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>	<p><b>ASDAN SHORT COURSE</b> choose either 2 tasks from section A or 1 from section B.</p> <ul style="list-style-type: none"> <li>• Financial choices</li> <li>• BUFFER (only year 10's in term 2) Complete unfinished modules</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">ASDAN PSHE resources</a></li> <li>• <a href="https://pshe-association.org.uk">https://pshe-association.org.uk</a> (teacher individual logins)</li> <li>• <a href="#">NSPCC planning and resources</a></li> </ul>

**Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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**

<p>Agreed actions from discussion with parents</p>	<p><i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></p>