



Relationships and Sex Education (RSE) Policy

Heathlands School



Policy Review

This policy will be reviewed in full by the PWC Committee.

The policy was agreed by the PWC Meeting 12 November 2019.

Next Review due November 2021.

Signature Date
Co-Head Teacher

Signature Date
Governor

1. Introduction

Relationships Education (primary) and Relationships and Sex Education (RSE) (Secondary) forms part of the overall provision of Personal, Social, Health Education and Citizenship at Heathlands School. RSE is essential if young people are to make responsible and informed decisions about their lives. It is not only concerned with the knowledge and understanding of facts but also with the development of attitudes and values together with personal and social skills.

This is not a task for the school in isolation and we seek to work with parents/carers to ensure that the teaching of RSE reflects their expectations and complements teaching at home.

This policy has been created through consultation with the governing body, parents and students. This policy reflects the whole school community's values and needs.

2. Background

2.1 This policy has been written with reference to Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers February 2019 (Department for Education issued under Section 80A of the Education Act 2002)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf and the Supplementary Guidance: Sex and Relationships Education (SRE) for the 21st Century, 2014 (www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century)

2.2 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 Relationships Education compulsory for all pupils receiving primary (lower school) education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020.

2.3 The subject content must be age and developmentally appropriate in all classes. The decision to cover any additional content on sex education to meet the needs of pupils in the lower school will be taken by the class teacher in consultation with the Co-Heads and the Curriculum Lead Teacher for Humanities and Arts.

2.4 Heathlands must comply with the relevant provisions of the Equality Act 2010. RSE must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

- 2.5 It is the responsibility of the Governing Body to ‘promote the well-being of pupils at the school.’ (2006 Education and Inspections Act).
- 2.6 The ‘Keeping Children Safe in Education’ 2016 document (www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf) stresses the importance of ensuring there are opportunities to teach safeguarding through SRE (p18)
- 2.7 Ofsted is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of students at Heathlands which includes evaluating and commenting on a school’s relationships and sex education policy and delivery.
- 2.8 Ofsted in 2013 found that RSE needed improving in one third of schools and that this lack of quality RSE leaves students vulnerable to abuse and exploitation. (www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools)
- 2.9 High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life.
- 2.10 Parents and carers are the prime educators for children on many of these matters. What is taught at Heathlands complements and reinforces this role, building on what pupils learn at home as an important part of delivering a good education. However, many parents find it difficult to talk to their children about sex and relationships and it is important that staff work in partnership with parents to ensure all students get the education needed.
- 2.11 The teaching of sensitive issues may be of concern to both teachers and parents so should be covered by this policy to ensure everyone has clear expectations of what will be taught and when.
- 2.12 This policy should be read in conjunction with the following related policies:
- Child Protection Policy
 - E-Safety Policy
 - Safe-Guarding Policy
 - Heath House Privacy and Confidentiality Policy

3. Purpose of the RSE Policy

- 3.1 Heathlands must have an up to date copy of this policy available for inspection and for parents/carers who request it as well as be published on the school website.

- 3.2 The policy will be used by teachers to guide their lesson planning and to ensure staff feel confident delivering the topics involved.
- 3.3 Current and future parents can look to see both the RSE curriculum content and the values the school is promoting.
- 3.4 Health professionals and others invited into school to deliver sessions or help and advise our students will be given a copy of this policy before meeting the students so they know the aims, objectives and values the school's RSE promotes, agreed teaching methodologies and boundaries for their work with young people.
- 3.5 Any teacher who teaches within the boundaries of this policy is fully protected under the law.

4. Aims and Objectives of SRE

A successful RSE programme will:

- 4.1 be a partnership between home and school.
- 4.2 help and support young people through their physical, emotional and moral development.
- 4.3 help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- 4.4 allow students to develop the skills and understanding they need to live confident, healthy and independent lives.
- 4.5 help students deal with difficult moral and social questions.
- 4.6 teach young people to understand human sexuality, to respect themselves and others and have an understanding of consent.
- 4.7 provide accurate information about the body, reproduction, sex and sexual health.
- 4.8 make them understand the reasons for delaying sexual activity, particularly with regard to the many pressures on young people today.
- 4.9 ensure children and young people's views are actively sought to influence lesson planning and teaching.
- 4.10 will allow for open discussions and will be relevant to pupils at each stage in their development and maturity.
- 4.11 promote equality in relationships and recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.

- 4.12 reduce early sexual activity, teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and bullying.
- 4.13 develop skills to reduce the students' risk of being abused or exploited
- 4.14 develop an understanding about what sorts of behaviour are, and are not acceptable and legal.

5. Responsibilities

- 5.1 The Board of Governors has the responsibility under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.
- 5.2 The Board of Governors must ensure that:
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- 5.3 The RSE curriculum at Heathlands should be both culturally appropriate and inclusive of all children.
- 5.4 Although Heathlands is sensitive to the views held by different cultural groups, we must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, sexting, forced-marriage and female genital mutilation. It should also cover the concept of, and legislation relating to, equality.
- 5.5 RSE must be accessible for all pupils and teachers should be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.
- 5.6 The Co-Heads must ensure that the personal beliefs and attitudes of teachers and staff does not influence the teaching of RSE.

6. Strategy

- 6.1 Heathlands has a graduated, age appropriate programme of RSE.
- 6.2 Parents will be offered support in talking to their children about relationships and sex and how this links to what is being taught in school.
- 6.3 The focus will be equally on boys as girls ensuring both are engaged in activities to match different learning needs.
- 6.4 Teachers may consider teaching certain aspects of the curriculum in single sex groups to ensure students are comfortable and able to learn.
- 6.5 Students with learning needs in addition to deafness will need extra help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.
- 6.6 Teaching is relevant and sensitive to all young people, whatever their developing sexuality.
- 6.7 Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- 6.8 RSE may be delivered by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors.
- 6.9 Teaching by visitors from the wider community will complement, but not substitute or replace planned provision.
- 6.10 Visitors to the school will be made aware of this policy and abide by it at all times when teaching students at Heathlands. They will follow their own professional codes of conduct when in their professional role in a consultation with an individual student.
- 6.11 Parents will be informed prior to visitors delivering RSE at Heathlands.
- 6.12 Outside agencies/visitors will provide lesson plans and resources to the class teacher/subject teacher prior to the lesson being delivered.
- 6.13 Teachers will abide by the Child Protection procedures at all times. Teachers cannot offer or guarantee absolute confidentiality in accordance with the Safeguarding policy.
- 6.14 Teachers need to be aware that effective RSE which increases the student's understanding of what is acceptable and unacceptable may lead to a disclosure.

- 6.15 Staff who have concerns for a child or suspect that a child is a victim of abuse or is at risk of abuse should report their concerns as outlined in the Child Protection policy
- 6.16 The RSE programme will offer a range of viewpoints (for example abstinence before marriage or abortion) which will enable young people to explore and challenge their own views
- 6.17 The teaching of the RSE curriculum will be delivered in PSHCE, Science, ICT and RE lessons as appropriate and in workshops or group sessions with visiting speakers.
- 6.18 The Curriculum Lead Teacher (CLT) for Humanities and Arts will monitor the teaching and learning of RSE to ensure that all aspects of the subject are being delivered as planned.
- 6.19 Teachers will be given training and support as necessary.
- 6.20 Should a teacher learn that an under 16 year old is having or contemplating having sexual intercourse they must ensure:
- The young person is encouraged to talk to their parent/carer.
 - Any child protection issues are addressed
 - The child has been adequately counselled and informed about contraception and where he/she can access advice services.

Staff will always act in the best interests of the young person and considering all the individual circumstances may deem it necessary to inform the parent if the young person cannot be encouraged to do so.

- 6.21 When faced with a question from a student, teachers need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team if necessary.
- 6.22 Outside the teaching situation, health professionals such as school nurses can:
- Give one-to-one advice or information to a student on a health-related matter including contraception.
 - Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

7. Practice

- 7.1 Medium Term Plans will be submitted to the CLT prior to teaching RSE.
- 7.2 Letters will be sent out to parents prior to delivering RSE to inform parents of the topics to be covered.

- 7.3 Ground rules will be established in the lessons to protect both staff and students from anxiety and embarrassment by setting clear parameters of what is appropriate and inappropriate to discuss.
- 7.4 The teacher will explain that talking about their personal experiences and issues during the lesson is not appropriate.
- 7.5 Students will be advised on how to access confidential support after each lesson.
- 7.6 The teacher will set up an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.
- 7.7 Inappropriate images or explicit material not directly related to explanation will not be used in lessons. If in doubt, teachers should consult with the CLT or Pastoral Lead for guidance.
- 7.8 Teachers should consider the age and cultural background of students when choosing materials to use in lessons.
- 7.9 Students are protected from accessing inappropriate or explicit material on the internet by the Herts Grid but teachers should be aware of the potential dangers of setting research tasks either in lessons or for homework.
- 7.10 When answering questions teachers could:
- Remind students of the ground rules if it is too personal
 - Refer the student to an appropriate person (school nurse; helpline or outside agency)
 - Acknowledge if he/she does not know the answer and suggest they research the question later.
 - If the question is too explicit, feels too old for the student, is inappropriate for the whole class, or raises concerns about sexual abuse, acknowledge it and promise to attend to it later on an individual basis.
 - Be aware that, given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.
- 7.11 If a teacher is concerned that a student is at risk of sexual abuse, he/she will follow the school's child protection procedure.
- 7.12 A range of different teaching and learning strategies will be used: discussions; projects; group, pair and individual work as appropriate

8. Curriculum

8.1 The statutory parts of the RSE curriculum can be found in Appendix 2.

8.2 The Long Term Plans for RSE can be found in Appendix 3 but this may need to be adapted to suit the needs of individuals within the school.

8.3 The following aspects of the National Curriculum for Science continue to be mandatory for all students:

Key Stage 1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Key Stage 1 - notice that animals, including humans, have offspring which grow into adults

Key Stage 2 - describe the changes as humans develop to old age

Key Stage 3 - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 - hormones in human reproduction, hormonal and non-hormonal methods of contraception, communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

9. Working with parents

9.1 Parents are key in RSE because they:

- teach their children about sex and relationships
- maintain the culture and ethos of the family
- help their children cope with emotional and physical aspects of growing up
- prepare them for the challenges and responsibilities that sexual maturity brings.

9.2 Parents need support in:

- helping their children learn the correct names of the body
- talking with their children about feelings and relationships
- answering questions about growing up, having babies, feeling attraction, sexuality, sex, contraception, relationships and sexual health.

9.3 Through regular consultation parents will know that the RSE Programme complements and supports their role as parents and that they can be actively involved.

9.4 Parents will know what their child is being taught and when through so they are prepared for any questions their child may have after the lesson.

- 9.5 From September 2020 parents do not have the right to withdraw their child from the primary statutory relationships education (lower school) but can request for their child to be excused from sex education beyond the national curriculum for science.
- 9.6 The request to be withdrawn from sex education in the primary curriculum will be automatically granted by the Co-Heads.
- 9.7 Parents of secondary students have the right to request for their child to be withdrawn from sex education but not relationship education up to and until three terms before the child turns 16. After this age, if the child wishes to receive sex education, we will make arrangements to provide sex education within the final year of school without the consent of the parent.
- 9.8 A letter informing parents of the RSE to be taught to their son/daughter, which can be adapted by individual staff, will include information about the parents' right to withdraw.
- 9.9 Before granting the parents' request to withdraw from sex education the class/subject teacher and the Curriculum Lead Teacher will discuss the issue with the parents, and if appropriate the child themselves, to clarify the nature and purpose of the curriculum. The discussion will also outline the benefits of receiving this important education and highlight any detrimental effects of being excluded (including the possibility that the child may hear the peers' version of what was said in class.)
- 9.10 Except in exceptional circumstances, Heathlands will respect the parents' request for withdrawal from Sex Education.
- 9.11 A record of any discussions with parents will be kept on the student's file for reference.
- 9.12 Teachers will support parents who choose to withdraw their child from RSE by providing materials they can use themselves at home with their child.
- 9.13 The class teacher will follow up with parents to ensure that the subject matter has been discussed at home at the agreed time.
- 9.14 Arrangements will be made for students who have been withdrawn to be taught in another group for the series of lessons.
- 9.15 This policy has been created through consultation with parents and is available on the website for parents to view.
- 9.16 School will organise appropriate workshops when appropriate to assist parents in discussing RSE topics at home with their child.

- 9.17 Staff should consider inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.
- 9.18 Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Co-Heads.

10. Evaluation and Monitoring

- 10.1 Class teachers will assess progress using the Heathlands Tracker.
- 10.2 The CLT for Humanities and Arts will monitor curriculum coverage for individual students and groups.
- 10.3 Monitoring of activities, whether provided by school staff, volunteers or external providers will happen in line with the Monitoring and Evaluation Policy.
- 10.4 Student opinions will be gathered by the CLT, both informally and formally, following activities or PSHCE lessons on an annual basis.
- 10.5 Class teachers can speak to parents following RSE lessons to ask for feedback.

Appendices

Appendix 1

Sample letter informing parents of RSE lessons in class

Relationships and Sex Education

Dear Parent/Guardian,

I am writing to let you know that this term in PSHCE your son/daughter will be learning about:

(add/delete as appropriate and add in specific learning objectives if necessary)

- Puberty and growing (Sex Education)
- Male/female bodies (Sex Education)
- Personal hygiene (Relationships Education)
- Public and private as well as appropriate/inappropriate touching of body parts, themselves and others. (Relationships Education)
- Relationships: including family, close friends, acquaintances and strangers. (Relationships Education)
- Emotions and feelings (Relationships Education)
- Sexuality (Sex Education)
- Contraception and pregnancy (Sex Education)
- Personal safety and stranger danger. (Relationships Education)
- Sexually Transmitted Diseases. (Sex Education)
- Internet safety, sexting and pornography. (Relationships and Sex Education)
- Issues of consent (Relationships and Sex Education)
- Advice and support (Relationships and Sex Education)

You may want to speak to your son/daughter before the lessons if you feel this is appropriate and will also prepare you for if your son/daughter has questions or starts to talk about these things at home after the lesson(s).

If you have any concerns or queries please do not hesitate to contact me before the lessons commence. If you wish your son/daughter to be withdrawn from the lesson(s) please complete the withdrawal form found in Appendix 3 of the RSE Policy addressed to the Co-Headteachers. (A reminder that from September 2020 Relationships Education is now compulsory for all students at Heathlands)

You may wish to read through the RSE policy which is available on the website.

Yours sincerely

Class Teacher/PSHCE teacher

Appendix 2: Statutory Relationships and Sex Education

By the end of primary school (KS1&2) pupils should know:

Families and people who care for me

- 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. Caring friendships Pupils should know

Caring Friendships

- 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

- 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

- 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

Being Safe

- 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 e.g. family, school and/or other sources.

By the end of Secondary School (KS3&4) 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.

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).

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: Relationships and Sex Education Long Term Plan

Year Group	Relationship Education	Sex Education	Health Education
KS1	<ul style="list-style-type: none"> • People who look after me • People who help us • I feel ... • Being a good friend 		<ul style="list-style-type: none"> • Healthy Eating • Keeping Clean and Healthy
Lower KS2	<ul style="list-style-type: none"> • Stranger Danger • Anti-bullying • Same as me – different to me 		<ul style="list-style-type: none"> • Medicines and Other substances • It's my body • Making healthy choices
Upper KS2	<ul style="list-style-type: none"> • Everyone is different • Talking pants • Peer Pressure • Dealing with feelings 		<ul style="list-style-type: none"> • Just say 'No' – tobacco and drugs • Growing up – puberty
Year 7/8	<ul style="list-style-type: none"> • Friendships • Bullying • Peer pressure • Understanding families • Dealing with emotions and feelings 		<ul style="list-style-type: none"> • Personal Hygiene • Puberty Revision • Resilience (1) • Balanced diets • Eating disorders • Cancer Prevention
Year 9	<ul style="list-style-type: none"> • What makes a good parent? • Healthy and Unhealthy relationships • Expectations of an intimate relationship 	<ul style="list-style-type: none"> • Consent • Contraception • Conception 	<ul style="list-style-type: none"> • Healthy and Unhealthy lifestyles • Drugs and Alcohol Education • Medicines • Healthy Minds • Media Influences • Self-harm
Year 10	<ul style="list-style-type: none"> • Peer pressure • Gangs • Extremism • Knife Crime • Relationship Breakdown • Dealing with loss (grief) 	<ul style="list-style-type: none"> • Risks of unprotected sex • STIs • Sexting • Pornography 	<ul style="list-style-type: none"> • Resilience (2) • Mental ill-health • Gender • LGBTQ+
Year 11	<ul style="list-style-type: none"> • Healthy and Unhealthy relationships • Domestic Abuse • Forced Marriage 	<ul style="list-style-type: none"> • Fertility • IVF • Contraception • Abortion 	<ul style="list-style-type: none"> • Stress free revision

Appendix 4: Permission to Withdraw from RSE lessons (a reminder that from September 2020 Relationships Education is Statutory for all students)

To be completed by the 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 us to consider			
Parent Signature			
To be completed by the School			
Agreed Actions from discussions with parents			
Staff signature & position			