



Holcombe Grammar School

Relationships and Sex Education Policy

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Ratified by: TSAT
Next Review: July 2021

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Relationship and sex education relates to our school ethos by helping our students develop into successful, well-rounded, confident young people who are equipped with the necessary life skills to thrive in the modern world. We will build on the foundation of RE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

2. Statutory requirements

Holcombe Grammar School is a Grammar School admitting boys in Years 7-11 inclusive and girls into a mixed Sixth Form. As a secondary School, we must provide RSE to all students as per section 34 of the Children and Social work act 2017. 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 Holcombe Grammar School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a senior member of staff 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 invited to complete an online survey about the policy
4. Student consultation – we investigated what exactly students want from their RSE
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 students, 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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

The curriculum is led by the Assistant Head of School for personal development, behaviour and welfare. It is taught by staff who have all received training in RSE. At times these lessons are may be supported by SEND and Student Services support staff.

Our curriculum is set out in Appendix 1 and we will adapt it as and when necessary. There may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

6. Delivery of RSE

RSE is taught within the Life Skills Programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). When appropriate the school may ask trained health professionals to deliver stand-alone sex education lessons. The curriculum on health education will similarly complement, and be supported by wider education on healthy lifestyles through Physical Education and Science lessons, sports and other extra-curricular activity and school food.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure 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, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils in Y7 will receive three lessons a fortnight of Life Skills

Pupils in Years 8 and 9 will receive two lessons a fortnight of Life Skills

Pupils in Y10 will receive one lesson a fortnight of Life Skills

Pupils in Y11 will have no allocated curriculum time, instead will receive the Life Skills curriculum through a bespoke pastoral programme and assemblies.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal/Assistant Head of School

The Principal/Assistant Head of School is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from (non-statutory / non-science) components of the RSE (see section 8)

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring Progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-statutory / non-science) aspects 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 Principal.

The Assistant Head of School leads the Life Skills Programme

The Head of Biology and overall Head of Science lead the programme for the Biological aspects of SRE.

The Head of RS leads on other issues of SRE contained in the Religious Studies Curriculum.

7.4 Students

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

8. Parents' right to withdraw

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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action. Following this meeting, if it is still the parents wish to withdraw the student, a request in writing stating which part of the programme the student should be excluded from will be necessary.

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

9. 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 Assistant Head of School 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Head of School through learning walks, lesson observations and monitoring student books and the schools wider QA programme.

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

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the regional governing board.

Appendix 1: Relationships and sex education curriculum map September 2020

| | <u>Term 1</u> | <u>Term 2</u> | <u>Term 3</u> | <u>Term 4</u> | <u>Term 5</u> | <u>Term 6</u> |
|------------------------|---|---|--|---|--|---|
| Year 7 | <p><u>Health & wellbeing:</u></p> <p>Post Covid-rebuilding relations</p> <p>Personal identity & values</p> <p>Transition to secondary-emotions/feelings/coping mechanisms/making friends/resilience</p> <p>Holcombe Thinking & revision skills</p> | <p><u>Living in the wider world:</u></p> <p><u>Careers:</u></p> <p>Raising aspirations</p> <p>Problem solving, communication, leadership skills & teamwork</p> <p>Career choices, value of education, skills and attributes needed for different career paths</p> <p>Challenging Stereotypes</p> <p>Equal opportunities</p> | <p><u>Relationships:</u></p> <p>Diversity:</p> <p>How to identify & challenge prejudice, stereotypes and discrimination.</p> <p>Bullying including cyber</p> <p>Consequences of sexting</p> <p>Friendships</p> <p>FBV</p> | <p><u>Health & wellbeing:</u></p> <p>Healthy routines & influences on personal health:</p> <p>diet, dental health, physical activity, sleep, influences on the body from sugar, caffeine, drugs & alcohol</p> <p>Puberty-managing change physical and emotional.</p> <p>Personal hygiene</p> <p>Media & gender</p> <p>Cancer awareness-checking bodies for changes</p> | <p><u>Citizenship:</u></p> <p>Democracy Vs Dictatorship</p> <p>Right to Vote</p> <p>How are laws made?</p> <p>Communities</p> <p>Laws V Punishments</p> | <p><u>Relationships:</u></p> <p><u>SRE</u></p> <p>Self-worth, romance and friendships</p> <p>Positive relationships</p> <p>Unhealthy relationships</p> <p>Sexual consent/law</p> <p>Peer pressure</p> <p>Pregnancy & parenting</p> <p>Personal safety-basic first aid</p> |
| Cross Curricular links | <p>PE-Physical activities – rugby, hockey, etc</p> <p>English: Character creation/empathising/stereotypes in Term 1</p> | <p>RS LINK: Challenging stereotypes and equal opportunities.</p> <p>Geog: Coasts – careers and understanding the</p> | <p>PE-Interdependence of working in teams and problem solving in groups</p> | <p>Science – Year 8 term 2 – Cells – Breathing and Digestion</p> <p>Science – Year 7 Term 6 - Human reproduction</p> | <p>RS LINK: Relationship of religion and state; community; crime and punishment.</p> | <p>Science -Human reproduction</p> <p>PE-Interdependence of working in teams</p> |

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| | <p>specifically but we focus on empathy in every term. The whole year is focused on Literary Heritage and this will lead into personal identity and values.</p> <p>French/Spanish-Personal information, greetings, how are you?</p> | <p>relationship between people and the environment.</p> <p>English: stereotypes and archetypes in Gothic writing Term 2 and Term 1 Writer's Toolkit and Term 3 Poetry Through the Ages.</p> <p>French/Spanish- World of work, importance of languages on helping to find a job. Studying and working abroad.</p> <p>Different customs and festivals-tolerance.</p> | <p>RS LINK: Prejudice, stereotypes and discrimination.</p> <p>Geog: ChinaAsia – cultural differences and importance or empathy.</p> <p>English: Poetry through the ages in this term looks at stereotypes. Also relevant for writing to argue/persuade in GCSE.</p> | <p>PE-Physical activities – rugby, hockey, etc</p> <p>Geog: UK – our place and link to the country we live in.</p> <p>History – some links to Black Death and impact</p> <p>English term 4: Midsummer Night's dream we look at gender differences/male and female roles in Elizabethan England.</p> <p>French/Spanish-Healthy eating- food and drink.</p> <p>Sport and sport habits, free time activities.</p> | <p>History links to Magna Carta, monarchy etc</p> <p>English: In term 6 we study 'Animal Farm'. This focuses on communities, laws, punishments and democracy vs dictatorship.</p> | <p>and problem solving in groups</p> <p>RS LINK: Self worth and value.</p> <p>Geog: PBL: Russia - Understanding cultural differences.</p> <p>English : Biographies and autobiographies. We look at personal writing and reflecting on own experiences. Also relationships individuals have with others in writing.</p> |
| Year 8 | <p><u>Health & wellbeing:</u></p> <p>Post Covid-rebuilding relations</p> <p>Positive attitudes towards mental health</p> <p>Challenging myths and stigma</p> <p>daily wellbeing</p> <p>managing emotions/beliefs</p> <p>developing resilience</p> <p>unhealthy coping strategies (e.g. self harm and eating disorders)</p> | <p><u>Living in the wider world:</u></p> <p><u>Careers:</u></p> <p>Unifrog/ careers & apprenticeship fairs lesson</p> <p>Job skills, qualifications, influences</p> <p>Ks4 options</p> | <p><u>Relationships:</u></p> <p>Human Rights</p> <p>Discrimination in all its forms, including: racism, religious, disability, sexism, gender homophobia, biphobia and transphobia</p> <p>Promoting tolerance</p> | <p><u>Health & wellbeing:</u></p> <p>Drugs and alcohol</p> <p>Medicinal Vs recreational drugs</p> <p>Relationship between habit and dependence</p> <p>Safe use over the counter and prescription medications</p> <p>The risks of alcohol, tobacco, nicotine and e-cigarettes</p> <p>How to manage influences in relation to substance use</p> | <p><u>Citizenship:</u></p> <p>Fundamental British Values</p> <p>What does it mean to be British?</p> <p>Cultures/Nationalism -Britain and the wider world</p> <p>British politics-HOL Vs HOC</p> <p>Civil Vs Criminal Law</p> <p>British Political parties</p> <p>Political Manifesto's and the right to vote</p> | <p><u>Relationships: SRE</u></p> <p>Recap Puberty-affects to the body boys & girls</p> <p>Relationships:</p> <p>Types of relationships</p> <p>Intimate relations</p> <p>Abusive relations</p> <p>Domestic Abuse</p> <p>FGM & forced marriages</p> |

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| | healthy coping strategies Body image | | | | | |
| Cross Curricular links | <p>Science – Year 8 term 2 – Cells – Breathing and Digestion</p> <p>PE-Physical activities – rugby, hockey, etc</p> <p>Geog: GIS & Population – impact of actions on population. Can also link to fitness etc.</p> <p>English: Writing to argue/persuade in GCSE. Also, in Term 1, Year 8 study Dystopia/Utopia which focuses on how writers create characters who struggle emotionally.</p> | <p>RS =prejudice, stereotypes & racism.</p> <p>Geog: Rivers - careers and understanding the relationship between people and the environment.</p> <p>History – links to Ind. Revolution</p> <p>French/Spanish- World of work, importance of languages on helping to find a job. Studying and working abroad.</p> | <p>PE-Interdependence of working in teams and problem solving in groups</p> <p>RS LINK: Human rights, discrimination, and tolerance.</p> <p>Geog: Africa – cultural differences and importance or empathy.</p> <p>History – possible this will link to new curriculum topics on Migration, development of Britain etc (Slave Trade, Holocaust as examples)</p> <p>English: We will have studied Dystopia in term 1 and therefore has a great deal of connections to human rights and discrimination</p> | <p>RS Link: Religious views on drugs/alcohol.</p> <p>Geog: Urbanisation – our place and link to the wider local area and impact.</p> <p>Science – Year 8 term 2 – Cells – Breathing and Digestion</p> <p>PE: Physical activities – rugby, hockey, etc</p> <p>English – Detective Fiction. Sherlock Holmes is one of the characters we study who uses cocaine because he desires mental stimulation</p> | <p>RS LINK: British values: religious and secular values in Britain.</p> <p>History – new KS3 curriculum to be developed but will have links to historical context here (Migration, Making of Britain etc)</p> <p>English: Previous term we study detective fiction, looking at representation of the British and other cultures. Also look at how crime/criminals are presented.</p> | <p>Science – Year 7 Term 6 -Human reproduction</p> <p>PE-Interdependence of working in teams and problem solving in groups</p> <p>RS LINK: Forced marriage</p> <p>Geog: PBL: Middle East - Understanding cultural differences.</p> <p>English: Relevant for all literature study as we explore relationships in every text.</p> <p>French/Spanish- Relationships and family.</p> |
| Year 9 | <p><u>Health & wellbeing:</u></p> <p>Post Covid-rebuilding relations</p> <p>Moral thinking & decision making</p> <p>Morals, values, communities</p> | <p><u>Living in the wider world:</u></p> <p><u>Careers</u></p> <p>GCSE options preparation</p> <p>Career options/goal setting/Unifrog careers & apprenticeship fairs lessons</p> | <p><u>Relationships: SRE</u></p> <p>Consent, Conception & Contraception:</p> <p>Sexual orientations, intimacy</p> <p>The law & age of consent</p> | <p><u>Health & wellbeing:</u></p> <p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and</p> | <p><u>Citizenship:</u></p> <p>Preventing Extremism & Radicalisation</p> <p>Criminal justice system</p> <p>Censorship</p> <p>Democracy</p> | <p><u>Relationships:</u></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Different types of families and</p> |

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| | Critical thinking and reflective reflection | Influence of media on careers | Pregnancy & options Types of contraceptives STI's Attitudes to pornography Peer pressure/sex and the media | gang exploitation Run, hide & tell | | parenting, including single parents, same sex parents, blended families, adoption and fostering How to manage relationship and family changes, including relationship breakdown, separation and divorce |
| Cross Curricular links | PE-Physical activities – rugby, hockey, etc RS LINK: Moral decision making, values etc. Geog: Energy and Resources – impact of energy use post pandemic English: End of year 8 they studied morality and treatment of animals, Expressing views etc. In this term they also study famous and not so famous speeches where they are required to analyse moral viewpoints and also deliver | Geog: Development – Careers relevant to topic. English: Term 2 Unit is about celebrating different cultures therefore introduces them to the wider world. GCSE Sociology – Socialisation French/Spanish- World of work, importance of languages on helping to find a job. Studying and working abroad. | RS LINK: Religious views on contraception, sex before marriage, sexual orientation. Science – Year 7 Term 6 -Human reproduction PE: Interdependence of working in teams and problem solving in groups English Term 4: DNA focuses on peer pressure. | History: Links to GCSE Medicine Through Time Science – Year 8 term 2 – Cells – Breathing and Digestion PE: Physical activities – rugby, hockey, etc Biology: reaction times and influence of drugs and alcohol, cause of cancer and risk of smoking English Term 4 – They are studying DNA, a play which explores the moral dilemmas associated with gangs. It explores healthy and unhealthy relationships and gang exploitation too. | RS LINK: Religious views on terrorism, extremism, justice and injustice. History – Theme based learning at start of Y9 TBC but likely to have strong links here – Making of Britain, Migration, Democracy etc Term 5: We study 'Women in Literature'. Lots of focus on how women have been censored etc throughout history. | PE-Interdependence of working in teams and problem solving in groups RS LINK: Religious views on family roles, raising children, same-sex relationship and marriage, divorce and remarriage. English: Most of our units focus on relationships and changing relationships. |

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| | <p>speeches that reflect their values/views.</p> <p>Unit in Term 3 on War which also explores morality.</p> <p>GCSE Psychology – Psychological Problems topic on Mental Health & Moral Development</p> <p>French/Spanish- different festivals and their values</p> | | | <p>GCSE Psychology – Mental Health</p> <p>French/Spanish: Family and friendships.</p> <p>Drugs, alcohol and consequences (Year 11).</p> <p>-New technologies. Advantages and disadvantages of social networks, apps, video games)</p> | <p>A level Sociology – Criminology</p> <p>GCSE Sociology of Crime and Deviance</p> <p>GCSE Psychology – Criminal Psychology, GCSE Sociology – Socialisation, Human Rights, Culture and Identity</p> | <p>GCSE Psychology – Social Psychology and Social Influence</p> <p>French/Spanish- Relationships and family</p> |
| Year 10 | <p><u>Health & wellbeing:</u></p> <p>Post Covid-rebuilding relations</p> <p>Mental health stigma strategies to promote mental health and emotional wellbeing</p> <p>Recognising the signs of emotional or mental ill-health</p> <p>how to access support and treatment</p> <p>Stress (exam) management/coping mechanisms</p> | <p><u>Living in the wider world:</u></p> <p><u>Careers:</u></p> <p>Post 16 options-collage, university, apprenticeships</p> <p>Writing a CV</p> <p>Budgeting/Interest rates- Mortgages & Savings</p> | <p><u>Living in the wider world:</u></p> <p><u>Careers:</u></p> <p>Y10 work experience- preparation and evaluation</p> <p>Unifrog careers & apprenticeship fairs lessons</p> <p>Influence of media on careers</p> | <p><u>Relationships: SRE</u></p> <p>Relationships and sex expectations,</p> <p>myths, pleasure and challenges, including the impact of the media and pornography.</p> <p>Risk in forming relations online</p> <p>The law, consent-including manipulation, coercion</p> <p>Sexuality & gender-LGBT, abstaining, celibacy</p> | <p><u>Relationships: SRE</u></p> <p>Sexuality & gender-LGBT, abstaining, celibacy</p> <p>Contraception, STI's</p> <p>Parenting responsibilities</p> <p>Unplanned pregnancies- adoption, abortion</p> <p>Where can I seek support?</p> | <p><u>Health & wellbeing:</u></p> <p>The influence and impact of substance on individuals, decision making, safety.</p> <p>Gangs and crime</p> <p>Role of the media</p> <p>Positive & negative role models</p> |

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| <p>Cross Curricular links</p> | <p>History – links to GCSE Medicine Through Time unit</p> <p>GCSE PE: Physical, social & mental health</p> <p>English : Paper 2 Writing to argue/persuade</p> <p>GCSE Psychology – Psychological Problems topic on Mental Health and Mental Disorders</p> | <p>Geog: Careers relevant to topic as well as wider studies on course.</p> <p>English: Paper 2 Writing to inform</p> <p>GCSE Sociology: Socialisation</p> <p>French/Spanish- Writing a CV, applying for jobs and writing a covering letter.</p> | <p>Geog: Careers relevant to topic as well as wider studies on course.</p> <p>English: Paper 2 Writing to inform</p> <p>GCSE Psychology – Social Psychology, Social Influence</p> <p>French/Spanish- Writing a CV, applying for jobs and writing a covering letter.</p> | <p>RS LINK: Religious views on celibacy and abstinence, sexuality and gender, sex before marriage.</p> <p>English: Paper 2 Writing to argue/persuade</p> <p>GCSE Psychology – Social Psychology, Social Influence</p> <p>French/Spanish- Relationships and family.</p> | <p>RS LINK: Religious views on celibacy and abstinence, sexuality and gender, sex before marriage, contraception, abortion.</p> <p>Biology: different types of contraception</p> <p>English: Paper 2 Writing to argue/persuade</p> <p>GCSE Sociology of Crime and Deviance</p> | <p>RS LINK: Role models and inspirational people, religion in the modern world (media etc)</p> <p>GCSE PE: Performance enhancing drugs</p> <p>English: Paper 2 Writing to argue/persuade</p> <p>GCSE French/Spanish- Drugs, alcohol and consequences (Year 11).</p> <p>French/Spanish- Issues in school-exam stress/ bullying, media and social media, role models (Y9/Y10)</p> |
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| Year 11 | <p><u>Health & wellbeing:</u></p> <p>Post Covid-rebuilding relations</p> <p>Mental health stigma strategies to promote mental health and emotional wellbeing</p> <p>Recognising the signs of emotional or mental ill-health</p> <p>how to access support and treatment</p> <p>Stress (exam) management/coping mechanisms</p> | <p><u>Living in the wider world: Careers</u></p> <p>Career including unifrog/careers & apprenticeship fairs</p> <p>Post 16 options</p> | <p><u>Living in the wider world: Careers</u></p> <p>Career pilot including unifrog/careers & apprenticeship fairs</p> <p>Post 16 options</p> | <p><u>Health and wellbeing:</u></p> <p>Exam Stress-coping strategies, support</p> <p><u>Relationships/SRE:</u></p> <p>Sex-law, consent, contraception, STI's</p> <p>Safety online-sexting</p> | <u>Exams</u> | <u>Exams</u> |
| Cross Curricular links | <p>RS= legal rights and responsibilities regarding equality</p> <p>Geog: Natural Hazards – impact of development and access to services.</p> <p>History – links to GCSE Medicine Through Time unit</p> <p>GCSE Psychology – Psychological Problems topic on Mental Health</p> | <p>RS =gender equality, attitudes towards same sex relationships</p> <p>Business studies: personal finance/budgeting/managing money would be really useful to include, e.g. interest rates, borrowing, mortgages etc.</p> <p>French/Spanish- World of work, importance of languages on helping to find a job. Studying and working abroad.</p> | <p>RS= Respect & tolerance of faiths and beliefs</p> <p>French/Spanish- World of work, importance of languages on helping to find a job. Studying and working abroad.</p> <p>Writing a CV, applying for jobs and writing a covering letter.</p> | <p>RS=Forced marriage from the point of view of Christian attitudes toward this.</p> <p>RS= Abortion and the law</p> <p>GCSE Psychology – Mental Health</p> <p>French/ Spanish: - Relationships: Marriage, single sex families, same sex</p> <p>-Issues in school-exam stress/bullying.</p> <p>-Media and social media.</p> | | |

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| | | Writing a CV, applying for jobs and writing a covering letter. | | | | |
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Appendix 2: By the end of secondary school students should know

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

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| | <ul style="list-style-type: none"> ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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 RS covers in Year 11 this in a limited way in terms of discussion Christian attitudes towards natural / artificial contraception ● 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 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 | |
|---|--|
| Agreed actions from discussion with parents | |