



Relationships and Sex Education (RSE) Policy and Guidance

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Temple Moor High School takes its responsibility to provide relevant, effective and responsible RSE to all its students, as part of the school's Personal and Character development (PD) curriculum, very seriously. The school wants parents/carers and students to feel assured that RSE will be delivered at a level appropriate to both the age and development of students and feel safe to voice opinions and concerns relating to the RSE provision.

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1. Context – why RSE is important at our school.

High quality RSE helps create a safe school community in which our students can grow and learn together, and develop positive, healthy behaviours for life. It is essential for the following reasons:

- Young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. A 2019 report from the International Planned Parenthood Foundation, found that older students frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 "Not Yet Good Enough" report.
- RSE plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their children's emotional wellbeing and improve their ability to achieve in school. Under the Education Act (1996) schools are obligated to prepare young people for the challenges, opportunities, and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing, their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all young people to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper "The Importance of Teaching" (2010) highlighted that 'Young people need high quality Relationships and Sex Education so they can make wise and informed choices'.

National Curriculum

RSE plays an important part in fulfilling the statutory duties the school must meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities, and experiences of later life.

As a secondary academy school, we must provide RSE to all pupils 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 \(1996\)](#). 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.

2. Development process

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

1. Review – The Programme leader for Personal Development 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 attend a meeting about the policy. This stage involved the Local Governing Board, who were consulted throughout *and* participated in the review.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through work with student ambassadors.
5. Ratification – once amendments were made, the policy was shared with the Principal and Local Governing Board, and ratified. Going forward, this ratification will be reviewed every two years as part of a cycle of policy reviews.

We are also committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted.
- the content of the RSE curriculum is flexible and responsive to students' differing needs which are gathered at least annually using student perception data such from the My Health, My School Survey.
- students are receiving an entitlement curriculum for RSE, in line with the latest national and local guidance.
- incidents of anti-bullying, discrimination and peer on peer abuse are low, and are thoroughly investigated and acted upon with when they do arise.
- there are clearly identified learning objectives for all RSE activities, and students' learning is assessed using both formative and summative approaches, as part of the school's Personal and Character Development curriculum.
- opportunities for cross-curricular approaches are being used where appropriate.
- the impact of training for staff and governors on practice is evaluated.
- policy and practice are regularly revised and involves staff, governors and, where appropriate, students.
- opportunities are provided for parents, carers, and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions.
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community.

The member of staff currently responsible for overseeing and reviewing this policy is: Mr J. Hudson (Deputy Principal). However, from April 2023, responsibility for this will sit with the newly appointed Assistant Principal (Personal Development). It will be reviewed briefly annually and in full every two years.

3. Location and dissemination

This policy document is freely available to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school on request.

4. Definition

What is the school's definition of RSE?

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.

Relationships education is statutory for all students and involves the development of student understanding about friendships, family relationships, stable and loving relationships, and marriage. Underpinning themes of respect, love, care and consent run throughout. Sex education is about the teaching of sex, sexuality, and sexual health.

RSE involves a combination of sharing information and exploring issues and values, promoting respect, tolerance and understanding.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

5. Overall school aims for RSE.

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of students and of the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives as responsible and informed citizens, both now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and Values:

- learn the importance of values, individual conscience, and moral considerations.
- learn the value of family life, marriage, and stable, loving relationships for the nurturing of children.
- learn the value of respect, love, and care.
- explore, consider, and understand moral dilemmas.
- develop critical thinking as part of decision-making.

Personal and Social Skills:

- learn to manage emotions and relationships confidently and sensitively.
- develop self-respect and empathy for others.
- learn to make choices based on an understanding of difference and with an absence of prejudice.
- develop an appreciation of the consequences of choices made.
- manage conflict.
- learn how to recognise and avoid exploitation and abuse.

Knowledge and Understanding:

- learn and understand physical development at appropriate stages.
- understand human sexuality, reproduction, sexual health, emotions, and relationships.
- learn about contraception and the range of local and national sexual health advice, contraception, and support services.
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

In addition to this, we also aim to:

- raise students' self-esteem and confidence.
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds, and values of those around them.
- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect their bodies.
- provide students with the right tools to enable them to seek information or support, should they need it.
- teach students about consent and their right to say no, in an age-appropriate manner.
- to teach lessons that are sensitive to a range of views, values, and beliefs.
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of RSE is NOT to:

- encourage young people to become sexually active at a young age.
- promote a particular sexual orientation.
- sexualise young people.

6. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all students, including those with additional learning and language needs.
- be set within the wider school context and support family commitment, community, love, respect, affection, knowledge, and openness.
- recognise that family is a broad concept; not just one model, e.g., nuclear family.
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity.
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure or sexual orientation.
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up.
- work in partnership with parents/carers and students, consulting them about the content of programmes.
- work in partnership with other health professionals and the wider community.

RSE contributes to:

- a positive ethos and environment for learning.

- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence, and bullying.

7. RSE Content and Delivery

i) Curriculum organisation

Students receive their entitlement for learning RSE through a spiral curriculum which demonstrates progression from student starting points from KS2, toward achieving the ambitious intent we have set for the end of Year 11 and 13. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time within Personal and Character Development lessons and form time
- subject curricula in Science, PE, Computer Science, RE
- assemblies and form time
- use of external agencies/services
- school ethos and systems e.g. the positive discipline and rewards system.
- Read to succeed texts
- Period 6 Enrich and Support time

The Curriculum is under constant review and may change or adapt to meet the national/local demands, as well as the needs of our students.

ii) Delivery through Personal and Character Development lessons.

The Personal and Character Development curriculum, through which RSE education is delivered, has 6 components:

Key theme 1 – Developing my character and values.

Key theme 2 – Treating others with respect and compassion.

Key theme 3 – Being healthy.

Key theme 4 – Being safe.

Key theme 5 – Being a global citizen.

Key theme 6 – Being successful in life.

These components allow for an in-depth analysis into important aspects of young people's lives, the world they live in today and as they eventually become adults. Whilst each component has a particular PSHE theme, there are numerous opportunities for interweaved learning across the entire statutory and non-statutory PSHE education framework and more. The following concepts are explored in each component:

Developing my character and values - focuses on building positive character traits in every student (politeness, integrity, kindness, tolerance), helping them to make positive decisions, life choices and be positive members of their community. Students will explore concepts around valuing differences, tackling prejudice and stigmas, understanding how people may identify.

Treating others with respect and compassion – focuses on building and maintaining positive relationships, ranging from positive friendships to intimate relationships and marriage. This component covers positive attributes that relationships are founded on (respect, compassion, compromise, care), as well as the signs of unhealthy relationships. This is a key component for the delivery of the RSE curriculum content.

Being healthy - focuses on students building a strong understanding of how they can stay physically, emotionally and mentally healthy, and the importance of doing so. It also explores signs and symptoms of mental and physical ill-health. Sexual health and adolescence is also covered within this component, contributing to the delivery of the RSE curriculum.

Being safe – focuses on risks which students may encounter ranging from legal and illegal substances, peer pressure, gang culture, extremism and online behaviours. This component also incorporates the risks associated with unprotected sex, exploring sexually transmitted infections and the different types of contraception available, and the risks associated with abusive and coercive relationships alongside the avenues for accessing support. This again is a key component for the delivery of the RSE curriculum content.

Being a global citizen – focuses on students' understanding of the diverse and modern Britain that we live in today, but also the importance of being a global citizen given the challenges facing us all. As part of this, students develop their understanding of our democracy and the importance of being an active citizen. It also serves to inform students of their democratic rights and responsibilities as a British citizen, including the rule of law and the consequences of criminality.

Being successful in life - focuses on goal setting, employability skills, financial literacy, options choices, types of jobs, career routes, labour market information and ultimately creating CV's and personal statements in preparation for further and higher education and jobs. As part of the planning for the future, it also covers the need for family planning and parenthood alongside financial and career planning. This again supports the fulfilment of the RSE curriculum content.

The curriculum has been designed in this way to ensure that students receive a broad and balanced curriculum. The RSE elements of the curriculum are covered through several different components and units across a 7 year carefully sequenced learning journey, with interleaving of learning taking place. Therefore, there is an expectation that students can draw upon knowledge from previous learning, understand common themes and link their learning, and this is supported through explicit linking by staff delivering the curriculum as well as frequent low stakes testing focussed on retrieval practice.

The curriculum is constantly developing, for the most up to date version please refer to the [Personal and Character Development page of the school website](#).

Attached within this policy are learning opportunities that students will have in KS3 and KS4 ([Appendix 1](#)) and what students should know by the end of secondary school ([Appendix 2](#)). These documents support the wider learning for students and the opportunities that they have to develop their knowledge to be safe and responsible citizens.

iii) Statutory aspects of Sex Education within the National Curriculum Science

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.

National Curriculum Science:

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).
- sex determination in humans.

iv) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community, to support RSE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and students. It may be the case that the subject under discussion is better delivered by an expert or experienced health professional who can challenge students' perceptions. When used to support the programme, the school's policy on use of visitors will be consulted. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

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

Before involving visitors in any aspect of RSE, teachers should ensure that:

- the visitor understands the school's confidentiality policy, RSE policy, our values, and approach to the educational programme.
- there is appropriate planning, preparatory and follow up work for the sessions.
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the student involved, including where there may be a specific issue relating to child protection.
- the teacher needs to be part of the experience, remaining in lessons, for the students to value the lessons and to build on the students' learning after the session/s as well as answer any questions the students may subsequently have.

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 of concern 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.

v) Inclusion, equality, and diversity

All young people, whatever their experience, background, and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All forms and classes include students with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender, and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community and helps each student to feel valued and included in the classroom.

We promote the needs and interests of all students. The school's approaches to teaching and learning consider the ability, age, readiness, and cultural backgrounds of the students to ensure all

can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

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, makes 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
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

In responding to different students' needs, considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of students
- HBT bullying and behaviour
- student's age and physical and emotional maturity
- students who are new to English

Ethnicity, religion, and cultural diversity: Our policy values the diverse backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups: For particular topics, it may be appropriate for aspects of the content to be delivered in single gender groups. The use of single gender groups will be considered by the PD lead and designated where it is felt appropriate. Working in single gender groups may ease concerns about RSE and help to ensure that students receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for students, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special educational needs and learning difficulties: RSE helps all students understand their physical and emotional development and enables them to make positive decisions in their lives. We will ensure that all students receive RSE and we will offer provision appropriate to the particular needs of our students, taking specialist advice where necessary. Staff will draw upon SEND training and

strategies to structure lessons and activities to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all students have access to the same information.

Some students will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These students will need 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.

Sexual identity and sexual orientation: We have a clear duty under the Equality Act (2010) to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act (2010).

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Students, whatever their developing sexuality, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between members of the opposite sex. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios, and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

Students who are new to English: The school should take into account the language skills of individual students, ensuring that all students have equal access to the RSE provision and resources. Liaison with the EAL coordinator will support staff in achieving this within their lessons.

vi) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to RSE. If students are to benefit fully from an RSE programme, they need to be confident speakers, good listeners, and effective, sensitive communicators. When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then the staff member will have to pass the information on to the DSL or CP Designate, following the safeguarding procedures in school, to keep them safe.
- It is not OK to ask personal questions of each other or the teacher, but we can put questions in the box for later.

- Do not name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

vii) Assessment, recording and reporting in RSE.

We assess students' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment during Y7 to identify need and pre knowledge (essential for needs-led RSE). This baseline style is repeated every cycle.
- regular low stakes testing and questioning throughout the PD curriculum, ensuring questioning is cumulative and iterative, and using the inferences from it to inform responsive planning and delivery.
- student self-assessment is used where appropriate.
- scenario based discussions in PD and form time, and students' responses to these.
- summative testing within Personal Development, in line with the subject assessment calendar.

Assessment principles:

- assessment is conducted with a purpose, generating inferences which can inform curriculum evaluation and responsive teaching. Misconceptions or knowledge gaps should not be allowed to grow or persist.
- assessment focuses on knowledge as well as skill development and attitudes.
- assessment is used to identify students who have exceeded or fallen short of the module objectives and those that have achieved it, so that students not meeting curriculum milestones can be supported to do so.
- where assessment indicates that students make a disclosure or are holding extreme views on aspects of RSE, or any other topic, these should be reported immediately through CPOMS, as per our safeguarding policy, and followed up verbally with a child protection designate.
- teachers will keep a note of students who have missed some or the entire module due to absence from school.
- students' achievements in RSE are celebrated and shared.

8. Monitoring and evaluation of the RSE curriculum

Monitoring activities:

- effective PSHE leadership with a system of lesson observations, learning walks and work scrutinies.
- student attitude to learning in RSE/PD lessons.
- student articulation of learning.
- behavioural data regarding incidents which indicate negative relationships e.g. bullying or peer or peer abuse, and how prevalent these are.
- a system for regular review of the RSE policy and programme
- student voice

- student/staff/parent surveys
- scrutinising staff planning
- samples of students' work
- cross school comparisons of work, through RKLТ and Red Kite alliance meetings.
- Deep Dives in line with the school and Trust monitoring and evaluation programme.

Evaluation activities:

- teacher and students' evaluation of lessons, units and the overall RSE programme
- teacher and students' evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by students
- scrutiny of assessment records
- sampling students' work and portfolios
- student attitudes to learning
- student voice and student panels.
- Wellbeing surveys.

9. To whom the policy applies

The policy applies to:

- The principal
- All school staff
- The Local Governing Board
- Students
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Visitors to the school.

10. Language

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use in different settings.

Agreed list of vocabulary used in school:

Vocabulary:
Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Anus, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, Abortion, Pornography, Female Genital Mutilation (FGM),

Sexting, Abuse, Sexuality, Child Sexual Exploitation, Domestic Violence, Grooming, Rape, Condom, The coil, The pill, Teenage pregnancy

Respectful Language: The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. The casual use of HBT language in school will be challenged and students will be made aware that using the word 'gay' to mean something negative is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay' but not in the right way', before explaining to the student why this has the potential to offend. Students will hear correct use of references to gay and straight as part of teaching, interactions with student and assemblies; for example, when we talk about rights, respect, or relationships.

11. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE.

As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer appropriate questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student, or students, who have asked the question. Staff have received RSE training and will form judgement on whether a question is appropriate to answer and how this is best done in an age-appropriate manner. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer(s). We may use a question box where questions may be asked anonymously. No student will be forced into asking or answering questions.

When answering questions, we ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, via a CPOMS referral and in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *for example, 'I can only answer questions on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'*

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by, for example:

- staff will set the tone by speaking in a matter-of-fact way.

- students will be encouraged to write down questions, anonymously if desired, and post them in a question box. Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up.
- if a verbal question is too personal, staff will remind the students of the ground rules
- if a question is too explicit, feels too old for students, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis.
- staff will not provide more information than is appropriate to the age of the student.
- if staff are concerned that a child is at risk of abuse, the designated safeguarding lead or a CP designate will be informed and the usual child protection procedures followed.

12. Key responsibilities for RSE

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE.
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- implement the outcomes of professional development training.
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- contribute to the development and implementation of the school's RSE curriculum (within PD).
- familiarise themselves with the curriculum content they will be delivering so that they are knowledgeable and confident in delivery.
- adapt and deliver high quality lessons and experiences for students, planning high quality questioning and formative low stakes assessment, and using the outcomes of this to inform the next steps in teaching and learning.
- review student responses to identify misconceptions and areas of misunderstanding.
- report accurately to parents on progress and attitude to learning in PD lessons, in line with the assessment policy of the school.
- report back to the PD Leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision.
- encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them.
- follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone. Where this is a potential child protection or safeguarding issue, this should be reported immediately via CPOMS so that a child protection officer can investigate and deal with this. Details of this are in our Safeguarding policy, which all staff receive annual training on.
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- tailor their lessons to suit all students in their class across the whole range of abilities, faiths, beliefs and cultures, including those students with special educational needs.
- ask for support in this from the school SEND coordinator or the PD Leader, should they need it.

ii) Lead member/s of staff

The lead member(s) of staff is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role?
Keeping up to date with statutory guidance relating to RSE to ensure compliance.	PD Lead/Assistant Principal (PD)
Co-ordinating the RSE provision, ensuring a spiral curriculum, whilst also responding to student need and local context.	PD Lead/Subject leaders of relevant subjects
Accessing and co-ordinating training and support for staff	PD Lead/CPD Co-Ordinator
Establishing and maintaining links with external agencies/other health professionals	PD Lead/Assistant Principal (PD)/Pastoral Officer
Policy development and review, including consultation and dissemination	PD Lead/Assistant Principal (PD)/Governor Link
Implementation of the policy; monitoring and assessing its effectiveness in practice	SLT
Managing child protection/safeguarding issues	CP Designated Lead
Establishing and maintaining links with parents/carers	PD Lead/Assistant Principal/Pastoral Officer
Liaising with link schools to ensure a smooth transition	Assistant Principal (PD)/Pastoral Officer

The lead member(s) of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body are offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes and familiar with school policy and guidance relating to RSE
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs
- communicate to parents when non-statutory aspects of sex education are being covered and of their right to withdraw their child from sex education, acting as a point of contact and facilitating requests to withdraw, in compliance with this policy.
- ensure that the knowledge and information regarding RSE, to which all students are entitled, is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- share the school's provision for RSE with parents/carers to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

iii) Governors

The local governing board plays an active role in monitoring, developing and reviewing the policy and its implementation in school. When aspects of RSE appear in the School Improvement Plan, governors will be asked to reflect on, monitor and review the work as appropriate.

iv) Students

All students:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and statutory elements of the RSE curriculum from which students cannot be withdrawn.
- should support one another with issues that arise through RSE
- will listen in lessons, be considerate of other people's feelings and beliefs and comply with ground rules that are set in lessons
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise
- will be asked for feedback on the school's RSE provision annually and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's students.

v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the RSE curriculum, gather parent/carers' view on the policy and take these into account when it is being reviewed.
- provide access to information being used and do everything to ensure that parents/carers are comfortable with the education provided in school.
- expect parents/carers to share the responsibility of RSE and support their child's personal, social and emotional development.
- provide support and encourage parents/carers to seek additional support in this from the school, where they feel it is needed.

13. The 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, this decision legally rests with the child and the school will arrange this.

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science.

Any parent/carer wishing to withdraw their child from the non-statutory RSE should firstly contact the Personal and Character Development Lead/Head of Year to discuss the reasons why. 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.

RSE, including sex education, is a vital part of the school curriculum and supports child development into adulthood; therefore, we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. If a student is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other students and this may not be in a supportive, controlled, or safe environment, like the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation. Students may also be stigmatised for not being included in these sessions as Ofsted figures show that approximately only four children will be withdrawn in every ten thousand (0.04%).

However, it is acknowledged that the final decision on the issue is for the parent/carer's to take, and the child and family should not be stigmatised for the decision.

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

14. Staff Support & CPD

The school trains staff in relation to RSE as part of their induction and provides regular professional development training in how to deliver RSE. The headteacher, or their designates, will also invite relevant visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff CPD needs, including those non-teaching staff, are identified and met through the following ways: An audit of staff CPD needs will be completed each year or at appropriate times throughout the year by the Assistant Principal (Personal Development).

- Training and support is organised by the Assistant Principal for PD and Senior Assistant Principal (Teaching and Learning).
- All members of the teaching and non-teaching staff who are involved in PD delivery will be offered generic RSE training. This includes sessions on: *confidentiality, setting ground rules, handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSE is so important, current law and guidance, learning outcomes and school policy*

15. Confidentiality in the context of RSE lessons

The nature of RSE means that students may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Students will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policies, including the policy on confidentiality. We will make sure visitors are aware of this, and that there are enough opportunities for students to access confidential support after the lesson if they need it.

It is important that staff do not promise to keep information which students choose to declare to themselves. Any information disclosed to a staff member or other responsible adult which causes concern about the student's safety e.g. indication of CSE, must be communicated to the designated safeguarding lead (Andrew Beecroft) or a designate, via CPOMS as soon as possible, in line with our safeguarding and child protection policy. Staff should also follow this up with a conversation with the safeguarding lead or designate before leaving that day.

If a student tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost students and their families, where appropriate, to on and offline community, health, and counselling services so students know where to go for confidential help and advice.

Techniques used in school to minimise inappropriate discussion of personal experiences, as a result of the RSE lesson, include:

- depersonalising discussions
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

16. Support

We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

17. Advice and treatment

Providing advice on contraception and practising safe sex is a key part of the school's RSE provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a student's or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

18. Complaints

Parents or carers who have complaints or concerns regarding the RSE provision should contact the school and follow the RKLT's Complaints Policy.

19. Appendix 1a: Relationships and Sex Education Curriculum map

YEAR GROUP	TERM	TOPICS/THEME DETAILS	RESOURCES
Year 7	Autumn and Spring 1	Values, Character and Friendship: Treating others with respect, compassion and kindness	All learning resources are accessible to staff via the school's Sharepoint portal. Details of the PD curriculum are available on the tmhs website to all stakeholders.
Year 7	Summer 1,2,	Managing risk and staying safe in a digital world	
Year 8	Autumn 1,2	Challenging prejudice and stereotyping	
Year 8	Autumn 2 and Spring 1	Adolescence, sex education and respectful personal relationships	
Year 9	Summer 1,2	Criminality and making good choices	
Year 10	Autumn 2	Staying safe and protected in an online world	
Year 10	Spring, Summer	Healthy vs abusive relationships Intimacy and sexual health Family planning and parenthood	
Year 11	Spring	Criminality and exploitation Staying safe, healthy and resisting peer pressure	

YEAR GROUP	TERM	TOPICS/THEME DETAILS	RESOURCES
Year 12	Autumn 2, Spring 1	Safe and respectful sexual relationships Managing risk and personal safety	
Year 13	Spring 2	Physical wellbeing and independent living	

20. Appendix 1b: Relationships and Sex Education Learning Objectives

KS3 Learning Objectives in Relationships and Sex Education Students learn...	KS4 Learning Objectives in Relationships and Sex Education Students learn...
Positive relationships	
<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
Relationship values	
<p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>

Forming and maintaining respectful relationships	
<p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	<p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p>
Consent	
<p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p>	<p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p>

<p>R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable</p>	<p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
Contraception and parenthood	
<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>
Bullying, abuse and discrimination	
<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support R34. strategies to challenge all forms of prejudice and discrimination</p>

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R36. skills to support younger peers when in positions of influence
R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

21. Appendix 2: By the end of secondary school:

Families	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <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 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

	<ul style="list-style-type: none">• 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
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22. 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	

23. Appendix 4: Parental Consultation

As part of Temple Moor's statutory requirements, a full parental consultation was opened on Monday the 5th of June until Friday 23rd of June. This was preceded by the circulation of an informative video and draft of the RSE Policy to all parents/carers via our the Arbor app and school website, as well as links being shared via social media. Parents/carers were invited to share any concerns, queries or thoughts on the draft RSE policy during this consultation period.

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