



**PRENTON HIGH SCHOOL FOR GIRLS**

**RELATIONSHIPS AND SEX EDUCATION POLICY**

Owned:	Student Services   Outcomes & Performance
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The students at Prenton High School come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our Governing Body, we have consulted and developed a familiarity with the beliefs and attitudes relevant to our context and community:

- relationships and sex education
- abortion
- contraception
- LGBT+ (Lesbian, Gay, Bisexual and Trans +)
- sex outside marriage.

## **1 THE AIMS OF RELATIONSHIPS AND SEX EDUCATION**

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSE will be delivered and supported at Prenton High School. The aims are:

- To enable our students to better understand the nature of relationships
- To enable students to see the importance of marriage and stable loving relationships
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- To know about the risks of being online and how to stay safe
- To support all young people to stay safe and prepare for life in modern Britain.

## **2 WHAT IS EFFECTIVE RELATIONSHIPS AND SEX EDUCATION?**

It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy.

When developing our policy we consider the needs of all students. Our RSE programme recognises that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. An inclusive RSE curriculum at Prenton will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

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We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that RSE is best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## **2.1 Attitudes and values**

The aims of RSE relate and adhere to our school values of:

- Trust
- Respect
- Integrity
- Kindness
- Endeavour

RSE involves a combination of exploring issues and sharing information. Students are helped to examine the value of family life, marriage, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSE can also help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

## **2.2 Personal and social skills**

RSE encourages students to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Students are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

## **2.3 Knowledge and understanding**

RSE focuses on understanding physical development at appropriate stages. The students will explore; human sexuality, reproduction, sexual health, emotions and relationships. Students will also be provided with information on contraception and the range of local and national sexual health advice support services. Students will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation students may have gained.

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### **3 DELIVERY OF RSE AT PRENTON HIGH SCHOOL**

#### **3.1 How is relationships and sex education organised?**

RSE will be delivered through our Personal, Social and Health Education (PSHE) curriculum throughout years 7-11. Biological aspects of RSE are taught within the Science curriculum, other aspects are included in the curriculum offer for Religious Education (RE) and Information Technology (IT).

All students will have PSHE lessons every two weeks, through a rolling programme delivered by Form Tutors and the lead teacher for PSHE. In addition, a theme day will support this curriculum for each year group. We will work with a number of agencies to host workshops, theatre productions and invite guest speakers into school to focus on particular issues.

#### **3.2 How is relationships and sex education taught?**

The content of the school's programme is based on the Science National Curriculum, the RE curriculum and the PSHE curriculum. Prenton High School recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, teachers will:

- create a forum for discussion and learning based on mutual respect, genuine openness and honesty;
- affirm the importance of positive responsible choices which express beliefs and respect for self and others;
- be fully aware of the need for sensitivity and also their own responsibilities when dealing with confidential issues;
- encourage appropriate contributions from community agencies to taught programmes and pastoral care provision.

We draw on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND.

#### **3.3 Specialist support**

Prenton High School also recognises that some aspects of RSE must be taught by specialists. From time to time we will invite professional health experts in to deliver issues relating to RSE.

These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the school in delivering its policy on RSE.
- When in class, visitors will be supervised by a teacher who will be present at all times.
- Visitors will follow the Prenton High School's Child Protection Procedures if a disclosure occurs within the classroom setting. All safeguarding procedures will be in place.
- Visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

#### **3.4 Dealing with sensitive issues**

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

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RSE is part of the school's provision for Spiritual, Moral Social and Cultural development.

The following are protocols for discussion based lessons with students:

- No one (teacher or student) will be expected to answer a personal question
- No one will be expected to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the school's Designated Safeguarding Lead.

### **3.5 Monitoring**

The monitoring and evaluation of the progress and success of RSE at Prenton is achieved through the departmental self-evaluation processes.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess student's learning through; in class question and answer, discussion, group work, peer assessment and self-assessment.

### **3.6 Working with parents and carers**

Relationships and Sex Education (RSE) is the right and responsibility of the parent/carer. Parents/carers are the key people in:

- teaching their children about relationships and sex;
- maintain the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the changes and responsibilities that sexual maturity brings;
- working with the school to follow guidance and advice relating to relationships and sex.

Prenton High School provides RSE to support parents/carers in fulfilling their responsibility and to contribute to every students' health, wellbeing and preparation for adult life.

Our RSE policy has been developed through consultation with parents and carers.

We work with parents/carers to ensure that they are aware of what we teach and when, through the following methods:

- Progress Evening
- Sharing copies of the policy in face-to-face meetings and/or through emails
- Letters to parents/carers giving information about when RSE will be delivered and when certain Classes (including classes that involve sex education) will take place
- Planned drop-ins

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

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#### **4 PARENTAL RIGHT TO WITHDRAWAL FROM RSE**

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.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Requests for withdrawal must be put in writing and addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the student's educational record. The Head Teacher will discuss the request with parents and respond appropriately.

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

#### **5 POLICY DEVELOPMENT**

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

1. Review – a 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 attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE provision.
5. Ratification – once finalised, the policy was shared with governors and ratified in line with usual policy protocol and procedure.

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## APPENDIX 1: CURRICULUM MAP

### RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• About living in a diverse society.</li> <li>• How to challenge prejudice, stereotypes and discrimination.</li> <li>• The signs and effects of all types of bullying, including online.</li> <li>• How to respond to bullying of any kind, including online.</li> <li>• How to support others.</li> <li>• How to use social networking sites safely.</li> </ul>	<p><b>Resources from EC Resources</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a British Citizenship.</li> <li>• How to challenge prejudice stereotypes and discrimination.</li> <li>• Bullying or Banter.</li> <li>• Online bullying.</li> <li>• Social Media.</li> </ul>
	Summer 2	<p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• How to manage physical and emotional changes during puberty.</li> <li>• About qualities and behaviours relating to different types of positive relationships.</li> <li>• How to recognise unhealthy relationships.</li> <li>• How to evaluate expectations for romantic relationships.</li> <li>• About consent, and how to seek and assertively communicate consent.</li> <li>• How to recognise and respond to inappropriate and unwanted contact.</li> </ul>	<p><b>Resources from Medway Public Health in partnership with the PSHE Association</b></p> <ul style="list-style-type: none"> <li>• Puberty.</li> <li>• Healthy Relationships.</li> <li>• Consent.</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Theme Day Date TBC	<b>Keeping safe and Healthy</b> <ul style="list-style-type: none"> <li>• About FGM and how to access help and support.</li> <li>• How to make healthy lifestyle choices including diet and dental health.</li> <li>• Personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• About personal hygiene</li> <li>• How to respond in an emergency situation</li> <li>• Basic first aid</li> </ul>	<b>Carefully selected guest speakers and agencies.</b>  <b>FGM resources from Freedom charity in partnership with the PSHE Association</b>
Year 8	Summer 1	<b>Identity, relationships and online safety</b> <ul style="list-style-type: none"> <li>• About gender identity and sexual orientation</li> <li>• About basic forms of contraception, e.g. condom and pill</li> <li>• About STIs, effective use of condoms and negotiating safer sex</li> <li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• How to assess and manage risks of sending, sharing or passing on sexual images</li> </ul>	<b>NSPCC <i>Making Sense of Relationships</i> in partnership with the PSHE Association</b>  <b>Medway Public Health in partnership with the PSHE Association</b> <ul style="list-style-type: none"> <li>• Gender Stereotypes</li> <li>• Safer online relationships</li> <li>• Inappropriate Sexualised behaviour</li> <li>• The Consequences of Sharing Sexual Images</li> <li>• Types of Contraception</li> <li>• Preventing STIs</li> <li>• Conception and Condoms</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Theme Day Date TBC	<p><b>Discrimination</b></p> <ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decisions</li> <li>• About group-think and persuasion</li> <li>• How to develop self-worth and confidence</li> <li>• About gender identity, transphobia and gender-based discrimination</li> <li>• How to recognise and challenge homophobia and biphobia</li> <li>• How to recognise and challenge racism and religious discrimination</li> </ul>	<p><b>Carefully selected guest speakers and agencies.</b></p>
Year 9	Summer 1 and 2	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• About age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• How the portrayal of relationships in the media and pornography might affect expectations</li> <li>• About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• About myths and misconceptions relating to consent</li> <li>• About the continuous right to withdraw consent and capacity to consent</li> </ul>	<p><b>British Board of Film Classifications <i>What's Right for You</i> in partnership with the PSHE Association</b></p> <p><b>Medway Public Health in partnership with the PSHE Association</b></p> <ul style="list-style-type: none"> <li>• Deciding what to watch</li> <li>• Relationships on screen</li> <li>• Managing challenging relationships</li> <li>• Starting out in romantic relationships</li> <li>• Consent</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1 and 2	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• About different types of long term commitment and their legal rights.</li> <li>• To analyse different attitudes towards marriage.</li> <li>• About the unacceptability of forced marriage and identify support for someone who may be at risk</li> <li>• About different types of families and changing family structures</li> <li>• About fertility, including how it varies and changes</li> <li>• About pregnancy, birth and miscarriage</li> <li>• What can impact a pregnancy and a foetus' development.</li> <li>• How to evaluate readiness for parenthood and positive parenting qualities</li> <li>• About breast feeding and formula feeding and the benefits of both.</li> </ul>	<p><b>PSHE Association <i>Family Life – Exploring relationships, family and parenting</i></b></p> <p><b>EC Resources</b></p> <ul style="list-style-type: none"> <li>• Long term commitments</li> <li>• The legal status of marriage</li> <li>• Fertility and reproductive health</li> <li>• What happens during pregnancy</li> <li>• Parenting</li> <li>• Breast and formula feeding</li> </ul>
	Summer 2	<p><b>Exploring influence</b></p> <ul style="list-style-type: none"> <li>• About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• How drugs and alcohol affect decision making</li> <li>• How to keep self and others safe in situations that involve substance use</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour how to manage peer influence in increasingly independent scenarios, in relation to substances</li> </ul>	<p><b>The Christopher Winter Project in association with the PSHE Association.</b></p> <ul style="list-style-type: none"> <li>• How can drugs and alcohol affect someone's sexual health?</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	<p><b>Communication in relationships</b></p> <ul style="list-style-type: none"> <li>• About core values and emotions</li> <li>• How to communicate assertively</li> <li>• How to communicate wants and needs</li> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support</li> <li>• About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	<p><b>NSPCC <i>Making Sense of Relationships</i> in partnership with the PSHE Association</b></p> <ul style="list-style-type: none"> <li>• My values</li> <li>• Unhealthy relationships</li> <li>• Pornography</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Theme Day Date TBC	<p><b>Keeping Healthy and Safe</b></p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, honour-based violence and how this can affect current and future relationships</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• 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</li> </ul>	<p><b>Carefully selected guest speakers and agencies.</b></p> <p><b>The Alice Ruggles Trust in partnership with the PSHE Association</b></p>

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## APPENDIX 2: BY THE END OF SECONDARY SCHOOL STUDENTS SHOULD KNOW

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• That all aspects of health can be affected by choices they make in relationships and sex, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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### APPENDIX 3: LINKS TO DOCUMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 34 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools). Health Education is compulsory in all schools except independent schools.

Documents that inform the school's RSE policy include:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance RSE for the 21<sup>st</sup> century \(2014\)](#)
- [Keeping children safe in education – Statutory safeguarding guidance \(2016\)](#)
- [Children and Social Work Act \(2017\)](#)
- Relationships Education, [Relationships and Sex Education \(RSE\) and Health Education Guidance \(2019\)](#)

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