

GOSFORTH ACADEMY

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

1. Introduction and Aims

Relationship and Sex Education (RSE) has always been an integral part of our work at Gosforth Academy to help students to be physically, socially, and emotionally healthy. We believe the effective teaching of RSE is important if young people are to make responsible and well-informed decisions about their lives. The delivery of RSE reflects changes to the Keeping Children Safe in Education 2022 (KCSIE) policy in relation to sexual violence and harassment.

The aims of Relationships and Sex Education (RSE) at our school are to:

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

2. Requirements for schools regarding RSE and Health Education and the law

The Department of Education informed all state secondary schools that from September 2020 the teaching of RSE would be compulsory. In support of this decision the Secretary of State for Education stated the following:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education’.

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

- In teaching RSE, we're 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 also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Gosforth Academy, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the Leader of Teaching and Learning for PSHCE pulled together all relevant information including relevant national and local guidance.
2. Parent/stakeholder consultation – Parents and carers were given the opportunity to view and comment on the policy during a parent teacher consultation day during the development process in 2024.
Parents and carers can view the most recent policy on the school website and are invited to comment on this and their views will be considered.
Trustees and the Academy Advisory Group, which include parents/carers were invited to comment on the policy.
3. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations.
4. Student consultation – we use information from the health-related behaviour survey to inform the development of curriculum, we investigate what students want from their RSE through a series of focus groups and student voice evaluations.
5. Ratification – once amendments were made, the policy was shared with Trustees and the Academy Advisory Group.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. It recognises the importance of respect for all and how language and behaviour can be seen as threatening and abusive. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

6. Delivery of RSE

Delivery of RSE and Health Education will be carried out by Gosforth Academy teaching staff who teach Personal, Social, Health and Citizenship Education (PSHCE). Staff will be supported by NHS school nurses; either in the classroom, through the school Assembly Programme and on Curriculum Days dedicated to RSE and Health Education.

RSE and Health Education will be taught through PSHCE lessons, which are weekly for Year 9 students and fortnightly for Year 10 and 11 students.

Although there are dedicated lessons given to the delivery of RSE, the subject matter of RSE and Health Education will, from time to time, be integrated into the wider teaching of PSHCE. This will be supported through the school Assembly Programme and in some other departments including Science, RE and PE. However, aspects of RSE may be covered in almost all subject areas and teachers may address questions that students ask in an age-appropriate manner that is compliant with this policy.

Post 16 students will receive RSE and health education through the Tutorial Programme and the Assembly Programme amongst other opportunities.

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

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

High quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual moral social cultural mental and physical development of students both at school and in society. For every young person to be prepared for life in modern Britain, it is vital that their curriculum reflects the full diversity of the world they live in.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students 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

Teaching staff will tailor the delivery of the PSHCE curriculum to the needs of all their students, differentiating lesson plans where appropriate, to take account of the sensitivity and maturity of the students in their care. Teaching staff will take particular note of student information provided by the school's SEND Co-Ordinator and work collaboratively with other professionals including LSAs when appropriate.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance. Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

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

The school remains responsible for what is said to students. 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 students' developmental stage
 - comply with:
 - this policy
 - the [Teachers' Standards](#)

- the [Equality Act 2010](#)
 - the [Human Rights Act 1998](#)
 - the [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - what they're going to say
 - their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers if requested

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Trustees and Academy Advisory Group

The Trustees and Academy Advisory Group will approve the RSE policy, and hold the Principal to account for its implementation.

8.2 The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that RSE is taught consistently across the school, and with the Principal, responsible for managing requests to withdraw students from non-statutory components of RSE.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from some or all of the components of RSE by contacting (Joanne Nath/ Keith Wood) TALL for PSHCE as soon as they are aware of any parental requests.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with (Joanne Nath/Keith Wood) TALL of PSHCE.

8.4 Students

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

9. Parents' right to withdraw

Parents and carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Before granting any such request, we at Gosforth Academy believe it would be good practice for the Head of School or a designated member of staff to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of school or designate will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child's social and emotional wellbeing.

Once those discussions have taken place, other than in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will plan to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head of School may want to take a student's specific needs arising from their SEND into account when making this decision.

A copy of withdrawal requests will be placed in the student's educational record. Alternative work will be given to students who are withdrawn from sex education.

10. Training

PSHCE staff attend a meeting in Summer and Autumn to prepare them for delivery of PSHCE.

Staff are offered further training before RSE is delivered in the Spring term.

RSE training will be included in our continuing professional development calendar.

All staff receive safeguarding training on an annual basis. This provides support and training to staff teaching RSE and answering questions in all subject areas that students ask so that they can give a response in an age-appropriate manner that is compliant with this policy.

11. Monitoring arrangements

The delivery of RSE is monitored by Joanne Nath/Keith Wood through:

- Regular school quality assurance processes including work scrutinies, learning walks, student voice and staff voice.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Joanne Nath, Leader of Teaching and Learning for PSHCE annually and shared with the Trustees and Academy Advisory Group.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Year 9			
Spring term			
Making Sensible Choices – RSE			
	Subject topic	Lesson Objectives	Statutory Guidance
Y9 -RSE-L1	Healthy and Unhealthy Relationships	<p>Assess whether relationship behaviours are healthy, less healthy, or are controlling behaviours.</p> <p>Explain effective strategies to end coercive relationships. Suggest ways to address a friend’s unreasonable relationship behaviour</p> <p>Suggest ways to support a friend who is in an unhealthy relationship</p>	<p>Intimate and sexual relationships, including sexual health</p> <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. <p>Families</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. <p>Alice Ruggles Trust and PSHCE Association Resources</p>

<p>Y9 -RSE-L2</p>	<p>Emotional and Physical Changes during adolescence</p>	<p>Describe the physical and emotional changes that occur during puberty</p> <p>Identify ways of managing the changes that occur during puberty</p> <p>Explain where to seek advice and support about the changes that occur during puberty</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body. the main changes which take place in males and females, and the implications for emotional and physical health. <p>Rise Above Resources</p>
<p>Y9 -RSE-L3</p>	<p>Managing Menstruation</p>	<p>Identify parts of the male and female anatomy associated with reproduction and sexual function.</p> <p>Reflect on attitudes towards menstruation around the world.</p> <p>Consider the use of a range of sanitary products to manage menstruation – pads, tampons, menstrual cups, period knickers.</p> <p>Evaluate the use of a range of ways to manage menstruation.</p> <p>Explain where to seek advice and support about the changes that occur during puberty</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body. the main changes which take place in males and females, and the implications for emotional and physical health. <p>Period Education UK</p>
<p>Y9 -RSE-L4</p>	<p>Consent</p>	<p>Define consent and understand what consent means and why it is so important.</p> <p>Explain what choice, freedom, and capacity to consent mean.</p>	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation

		<p>Recognise when someone is consenting and when they are not.</p> <p>Know the importance of seeking the consent of another person and how I might do this.</p> <p>Understand how consent is sought, given and not given in a healthy relationship.</p> <p>Discuss legal and moral issues through scenarios relating to consent.</p> <p>Know the legal age of consent and that most young people do not have sex until after they have passed the age of consent.</p> <p>Suggest a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p>	<p>and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. <p>Being safe</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline). <p>Tampax Resources</p>
<p>Y9 -RSE-L5</p>	<p>Contraception</p>	<p>Know that most y/p are choosing not to have sex until after age 16</p> <p>Be able to give 6 examples of contraceptive methods used to prevent pregnancy, know where to go for sexual health advice locally</p> <p>Consider a range of contraceptive methods available use to prevent pregnancy.</p>	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices and options available. <p>Health related behaviour survey data, NHS video – methods of contraception video, BISH video – methods of contraception</p>

		<p>Suggest reasons why a contraceptive choice may differ from couple to couple</p> <p>Evaluate the use of a range of contraceptive methods used by young people</p>	
Y9-RSE-L6	Safer Sex	<p>List ways how to make sex and relationships safer</p> <p>Assess some of the risks associated with sexual activity.</p> <p>Know that there are different risks depending on the situation</p> <p>Understand sexual risks are about the behaviours we might choose to engage in and not our identities</p> <p>Suggest how can we look after ourselves and each other, whatever kind of sex we have.</p> <p>Understanding the risks of sex (e.g. unplanned pregnancy, STIs, physical harm, emotional harm)</p> <p>Know what a condom is and how it is used. Students are given the opportunity to put a condom on a plastic condom demonstrator.</p> <p>Be able to suggest some sources of help and feel more confident to access any help they</p>	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices and options available. <p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. <p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. <p>Resources: NHS Video to show condom application may be used by some teachers</p>

		<p>may need and know how to negotiate within relationships</p> <p>About local services and what they offer (e.g. free and confidential, contraception, STI checks, emergency contraception, pregnancy testing, someone to talk to)</p>	
Y9 -RSE-L7	<p>Reproductive health; fertility, health, menopause and miscarriage</p>	<p>Name some features of a healthy lifestyle.</p> <p>Be able to suggest some factors that will have an impact on reproductive health, including fertility.</p> <p>Understand that lifestyle choices will have an impact on sexual and reproductive health and wellbeing in men and women.</p> <p>Suggest some positive steps that can increase chances of pregnancy</p> <p>Identify some of the symptoms of pregnancy and be aware of the importance of antenatal care.</p> <p>Know that pregnancy loss and miscarriage is not uncommon.</p> <p>Consider the impact of pregnancy loss.</p> <p>Know what the menopause is and some of the effects of menopause on women.</p>	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause 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) <p>PSHCE Association resources, NHS information on antenatal care, miscarriage association video on pregnancy and infant loss, NHS video on Menopause</p>

Year 10, 2024-2025			
Spring term			
Making Sensible Choices - RSE			
	Subject topic	Lesson Objectives	Statutory Guidance
Y10-RSE-L1	Pressure, persuasion and coercion	<p>Considering how consent sought through pressure and coercion is wrong and is not genuine.</p> <p>Recognising when asking for consent becomes inappropriately pressurising or persuasive.</p> <p>Understand everyone’s right to not give or withdraw consent and challenge victim blaming narratives.</p> <p>Know and be able to explain the legal consequences of pressure, persuasion and coercion in relation to consent.</p> <p>Know why, when and how to seek advice or support</p>	<p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • What constitutes sexual harassment and sexual violence and why these are always unacceptable. <p>Online and Media</p> <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. <p>Being Safe</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). <p>Intimate and sexual relationships, including sexual health</p>

			<ul style="list-style-type: none"> • 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. <p>The Law Consent, including the age of consent Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p> <p>Medway Public Health Directorate/PSHE Association Resource</p>
Y10-RSE-L2	Harmful effects of Pornography and explicit material	Evaluate the impact of pornography on people’s understanding and expectations of consent Challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent Explain the law relating to pornography and sharing explicit images	<p>Online and Media</p> <ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. <p>Being safe</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). <p>The Law</p> <p>Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p> <p>Pornography</p> <p>Medway Public Health Directorate/PSHE Association Resource</p>
Y10 – RSE - L3	Abuse in Relationships	<p>Learn about how to end or gain support in abusive relationships</p> <p>Identify signs of different types of abuse</p>	<p>Families</p> <ul style="list-style-type: none"> • 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’

		<p>Describe exit strategies and identify support for people in abusive relationships Identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help Explain how to help others who may be in an abusive relationship</p>	<p>relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. <p>.Being safe</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 <p>Medway Public Health Directorate/PSHE Association Resource</p>
<p>Y10-RSE-L4</p>	<p>Long term relationships</p>	<p>Learn about different types of relationships, including legal marriage and forced marriage Learn about the legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> •describe the options available to people who wish to make a long term commitment •explain how a long term relationship can become legally binding 	<p>Families</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.

		<ul style="list-style-type: none"> •recognise the unacceptability of forced marriage and identify support for someone who may be at risk •describe the legal rights of people in different forms of long-term commitments •explain why people might choose to marry and why marriage must be freely entered into •analyse different attitudes towards marriage 	<p>Being safe</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. <p>PSHE Association Resource</p>
<p>Y10-RSE-L5</p>	<p>Parenting</p>	<p>Learn about the responsibilities of being a parent and how committed, stable relationships can be important for bringing up children</p> <ul style="list-style-type: none"> •identify the roles and responsibilities of parents with respect to raising children •evaluate the characteristics of successful parenting •identify the specific challenges and responsibilities of parenting at different stages in a child's life 	<p>Intimate and sexual relationships, including sexual health</p> <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 <p>Families</p> <ul style="list-style-type: none"> • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. <p>PSHCE Association Resource</p>

<p>Y10-RSE-L6</p>	<p>Pregnancy Choices</p>	<p>Learn about the possible outcomes in the event of an unplanned pregnancy and about the laws related to abortion and support available</p> <p>Identify the range of options available in the event of an unplanned pregnancy</p> <p>Describe the range of emotions someone might feel in the event of an unplanned pregnancy</p> <p>Evaluate the different influences that might affect decisions about pregnancy</p> <p>Identify key legal considerations in relation to abortion</p> <p>Explain why there are strongly held views on abortion</p> <p>Explain where and how to access related medical services and emotional support</p>	<p>Intimate and sexual relationships, including health</p> <ul style="list-style-type: none"> • 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 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). <p>Medway Public Health Directorate/PSHE Association Resource</p>
<p>Y10-RSE-L7</p>	<p>Preventing STI</p>	<p>Name some common sexually transmitted infections</p> <p>Describe the symptoms of some common STIs</p> <p>Recognise that some STIs have no symptoms at all.</p> <p>Understand that most STIs can be treated but not all can be cured and how that might affect a young person.</p> <p>Name a place in Newcastle where you can get further advice and access to confidential sexual and reproductive health advice and treatment</p> <p>State how STIs including HIV can be transmitted and the risk of transmission reduced and the importance of and facts about testing</p>	<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment

			<ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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Year 11

Year 11 students will have half a day of activities delivered by external providers covering: mental health; dealing with the pressures of social media; HIV awareness and sexual transmitted diseases -with a focus on chlamydia. The aims of these sessions include:

RSE DAY

Subject topic	Lesson Objectives	Statutory Guidance
Mental Health	Increase understanding of Mental Health Understand how to support a friend or family member who struggles with mental health Think about how we can help ourselves and cope better	Mental Wellbeing How to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
Pressures of social media	Recognise the difference between online and real friends and understand that social media sometimes does not reflect real life Know from whom to get help and advice about online stress Identify helpful strategies to manage online stress.	Internet safety and Harms The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is

		<p>targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>
<p>Attitudes towards sending nudes</p>	<p>Analyse attitudes associated with requesting, sending and passing on nude images</p> <p>Describe the legal and moral implications of sharing images without someone’s consent, including the impact of reporting</p> <p>Explain strategies to manage unwanted images, unwanted requests and pressure to send images</p> <p>Challenge the views of others and perceived social norms relating to sending and receiving nude images.</p>	<p>Online and Media</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The law</p> <p>Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p> <p>PSHE Association</p>

<p>Child on Child Abuse</p>	<p>1. To define Child-on-Child abuse</p> <p>2. To work in groups to identify examples of Child-on-Child abuse</p> <p>3. To feel empowered to support someone who is experiencing abuse and know where to access support yourself</p>	<p>Respectful relationships</p> <p>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.</p> <p>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.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>
<p>HIV awareness</p>	<p>To understand what HIV is and how it effects a positive person, both physically and mentally</p>	<p>Intimate and sexual relationships, including sexual health</p> <p>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.</p>
<p>Assembly Programme</p>		
<p>Sexual Health</p>	<p>Gain general knowledge of Sexual Health and STIs</p> <p>Gain a better understanding of Chlamydia and Gonorrhoea</p> <p>Identify how Chlamydia and Gonorrhoea are transmitted</p> <p>Identify the symptoms of Chlamydia and Gonorrhoea in men and women</p>	<p>Intimate and sexual relationships, including sexual health</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

	<p>Explain the consequences of untreated Chlamydia and Gonorrhoea infections</p> <p>Students will also be offered by the school nurse delivering this session the opportunity to do a Chlamydia screening test.</p>	
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Appendix 2

Taken from the DfE RSE Guidance

By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents/carers 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

TOPIC	STUDENTS SHOULD KNOW
<p>Respectful relationships, including friendships</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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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 • 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

TOPIC	STUDENTS SHOULD KNOW
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • Marriage • Consent, including the age of consent • Violence against women and girls • Online behaviours including image and information sharing (including ‘sexting’, youth produced sexual imagery, nudes, etc.) • Pornography • Abortion • Sexuality • Gender identity • Substance misuse • Violence and exploitation by gangs • Extremism and radicalisation • Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • Hate crime • Female genital mutilation (FGM)

Appendix 3:

Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	

Date approved:
Signed:
Date to be reviewed: