Allerton High School

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Reviewed and adopted by the Governing Body

on 12 December 2024

To be reviewed by Full Governors on December 2025

1. About this policy

The aim of the policy is to provide parents, carers, teachers, governors and all members of the School community with the background information regarding the School's comprehensive RSE programme.

The policy is divided into two parts. Part one outlines the school's approach to teaching Relationship and Sex Education. Part two provides guidance for teachers teaching PSHE and Relationships and Sex Education at Allerton High School.

2. Definition of RSE

The term *relationships and sex education – RSE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. The DfE (2017) in its latest policy paper discusses 'RSE' with a shift in emphasis towards relationships in the statutory guidance, which comes into effect in 2020.

The Education Act (2002) stated "all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society, and
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life"

RSE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of students at the school'. The duty came into effect in September 2007. Governing bodies also have wider responsibilities under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that relationships and sex education must be sensitive to the different needs of individual students and may need to evolve and adapt over time as the student population changes. At all times the overarching principle is to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. (PSHE Association, 2013)

The Children and Social Work Act (2017) includes the regulations which make it a statutory requirement for high schools to teach RSE from 2020.

The guidance states that RSE should have three main elements as follows:

a. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy.
- Understanding Child Sexual Exploitation

b. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning about the equality of sexual orientation

c. Personal and social skills

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

Our school's approach to RSE consists of:

1. The taught National Curriculum Science Programme of Study.
2. RSE modules within each Key Stage delivered within a planned PSHE programme.
3. Pastoral support for students who experience difficulties.
4. Provision of appropriate information through leaflets and books in the LRC and display of posters in pastoral offices.
5. Assemblies and events such as the Y9 Health Fair which deal with important issues such as e-safety and bullying discriminating behaviour.

3. Why RSE?

Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'relationships and sex education' programme. They also have a responsibility to keep an up-to-date written statement of the policy they choose to adopt and this must be available to parents. Our policy follows that of the government. As part of the consultation process, we published our policy for RSE on the school website and invited parents/carers to respond. Parent/carer(s) have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science. For further details see Section 4.

The Governing Body believes that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of RSE during their time at Allerton High School.

Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing, and under the Education Act (1996) to prepare children and 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 and their ability to achieve, and can play a crucial part in meeting these obligations. The Department of Health set out its ambition for all children and 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 'Children need high quality sex and relationships education so they can make wise and informed choices'. This ambition is renewed in the Children and Social Work Act (2017)

The DfE (2017) made RSE and elements of Health education compulsory from September 2020. Teaching must be age appropriate. The knowledge and skills included in these proposals are:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.
- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;

4. Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher or their representative will 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. A record of the discussion and its conclusions will be kept.

The head teacher or their representative will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except 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 should make arrangements to provide the child with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the head teacher or their representative will take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, they will complete independent work under supervision There is no right to withdraw from Relationships Education or Health Education.

5. National and local support and guidance for schools to develop RSE

Guidance for school to develop RSE includes support from:

- Leeds Support and Prevention Service (Teenage Pregnancy)
- Leeds Healthy Schools Programme
- DfE/Department of Health
- PSHE Association

6. Morals and Values Framework

Our approach to RSE is conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, gender, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality and define their own gender, within legal parameters.

We also believe that students have an entitlement to:

- Age and developmentally appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE is balanced and takes account of, and is sensitive to, different viewpoints but not based on personal bias. Our approach is an educational one, not one based on propaganda.

7. Inclusion

The Equalities Act (2010) protects the right to be free from discrimination and harassment with regard to 'protected characteristics'; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. All students have access to RSE and the issue of equal treatment of LGBTQ people has been considered in our provision.

Young people have varying needs regarding RSE depending on their circumstances and background.

The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE takes account of:

- We consider the particular needs of all students and approaches that will actively engage everyone. We give clear impartial scientific advice and information on matters such as abortion and the law in relation to, for example, forced-marriage and female genital mutilation. We are also proactive in combating sexism and sexist bullying.
- Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to SRE. Where issues are raised the school works with students and parents/carers to discuss their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality: Some of our students will define themselves (now or in the future) as gay, lesbian, bi-sexual, transgender or gender identity questioning (LGBTQ). Students may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBTQ people. Our approach to RSE includes sensitive, honest and balanced consideration of sexuality. Our pastoral support takes account of the needs of LGBTQ students. We also actively tackle homophobic bullying. Gay or same sex marriage and civil partnerships are considered on an equal basis with heterosexual marriage as part of the PSHE programme.
- Special educational needs**:** We take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. Individual needs are assessed with the help of our SENCO and specialist advice.

All students will experience a programme of RSE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is slower than the majority.

Students are taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception are answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

8. A Whole School Approach

The school's approach to RSE involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE.
In particular:

Senior Leaders develop the school's approach to RSE, defining the RSE policy.

The designated RSE co-ordinator (Curriculum Deputy) maintains an overview of RSE provision and has overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff: All teachers are involved in the school's RSE provision. Some teach RSE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers are supported in their work by support staff particularly in the Achievement and Behaviour Teams.

Non-teaching staff are involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors develop the school's approach to RSE and monitor and evaluate the impact of the RSE policy. The 2006 Education and Inspections Act laid a duty on Governing Bodies *'to promote the well-being of pupils at the school'*. The duty came into effect in September 2007 and was reiterated in DFE statutory guidance (2019).

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish (see section 4). The school adopts a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE encourages dialogue between parents/carers and their children and will support the child at home.

Outside agencies and speakers contribute to RSE lessons and act as points of referral to support students. The school only works with agencies and speakers who are appropriate to student needs and jointly plans their work within the school. The school also promotes relevant agencies which offer support to students.

Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They are actively consulted about their RSE needs and their views are central to developing the provision. From three terms before their 16th birthday students have a right to Sex Education which overrides the opinion of their parents/carers.

9. The Taught RSE Programme

The RSE programme is delivered as part of the school's approach to PSHE.

Aims of the programme

The overall aims of the RSE programme are:

- To provide accurate information about, and understanding of, RSE issues and hence to dispel myths.
- To explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase students' self-esteem.
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

Place in the curriculum

The main RSE programme is delivered through PSHE lessons by a team of well supported and trained teachers who follow a set scheme of work. In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in RE, English and Drama.

Content and learning objectives

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. See appendix 2.

Methodology and resources

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes the use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Occasional use of drama productions also forms part of the programme.

Teaching resources are selected on the basis of their appropriateness to students.

Answering students' questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers use their skill and discretion to decide about whether to answer questions in class and, if so, how. They establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible. If any safeguarding issues are identified these are referred to the Designated Safeguarding Lead.

Teachers' CPD

It is important that staff teaching RSE feel comfortable with the content. CPD needs are identified and met through the PSHE team, with external support, and by the PSHE lead and Post-16 Personal Development lead.

Monitoring, evaluation and assessment

The programme is regularly evaluated by teachers. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Whilst it is difficult and sometimes inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable components. At the end of each unit of work students compete a self-assessment activity.

10. The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff make themselves approachable and provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. Where appropriate, students are referred to outside agencies which support young people. The school keeps up to date about the development of local services and national help lines for young people, promotes their existence to students and endeavours to form working relationships with local agencies that are relevant to student needs.

11. Child Sex Exploitation (CSE), Forced Marriage, Female Genital Mutilation (FGM)

These issues are dealt with sensitively and advice is sought from external agencies when necessary.

CSE information is delivered from Year 9. Two colleagues in school are externally trained and the school has had advice and support from the Safer Schools Police Officer as well as the Local Authority CSE coordinator.

12. Confidentiality and informing parents/carers

We are aware that some parent/carer(s) find it hard to cope with their child's emotional and physical development, and are happy for the school to take the initiative. We take every opportunity to inform and involve parent/carer(s) and carers:

- By making our commitment clear in the school prospectus and on the website
- By inviting parent/carer(s) to discuss RSE as part of PSHE parent/carer consultation evenings and at the school open evening.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff make this clear to students. Child protection procedures are followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality in RSE. Teaching staff are instructed to pass on all concerns to the trained Child Protection staff.

13. Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with the Equalities Act (2010) and as outlined in the school's anti-bullying policy. Staff challenge and deal sensitively with any evidence of bullying. Students are encouraged to report any incidents. Staff endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The school's Positive Behaviour Policy outlines how incidents of homophobic and transphobic bullying are managed.

The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, gender identity, homophobia, biphobia, transphobia, appearance and other sex/relationship issues.

Policy Review

This policy will be reviewed annually by Governors at the Learning and Curriculum Inclusion Committee.

Policy reviewed – November 2023

Sources of Further Information

This policy has drawn on:

- DCSF '*Sex and Relationship Education Guidance*' (2000).
- *Diverse Communities: Identity and Teenage Pregnancy*, a resource for practitioners (Department of Health – September 2002)
- NHSS (2001) *Sex and Relationships Education*. National Healthy Schools Standard, London.
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy.* Social Exclusion Unit, London
- Robert Long (2014) *Sex and Relationships Education in Schools.* House of Commons Library.
- PSHE Association (2014) *Sex and Relationships Education (SRE) for the 21st Century*. Brook.
- PSHE Association (2013) *Guidance on producing your school's SRE policy.*
- Coalition for Marriage (2013) Respecting Beliefs about Marriage. Coalition for Marriage, London.
- DfE (2017) Policy Statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education 2017.
- DFE (2019 updated September 2021) Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Appendix 1

Additional Guidelines for Teaching RSE
Some Issues to Consider

Confidentiality

RSE work brings up the issue of confidentiality in both group settings and one-to-one interactions with young people. In group settings young people may make personal disclosure if an atmosphere of trust is created.

Many of the exercises in this programme encourage young people to talk about themselves and their experiences. Exercises do this in pair or small group settings rather than in a whole group. However, young people may make personal disclosures in the whole group. It is important to reach agreement with the group about confidentiality before personal disclosures are made.

A common confidentiality ground rule with groups is that any personal information about people in the group is not to be used outside the group. Also, personal information given in pairs or small groups is not to be repeated by other people outside that pair or small group. Make sure that you will stick to any rule that is agreed and you don't repeat personal information from young people to, for example, other staff members.

A similar situation applies in one-to-one situations with young people. They cannot expect total confidentiality. Be clear about the school policy. Explain to young people what they can expect of you before they make any detailed disclosures to you.

Creating the right atmosphere

To create the right atmosphere, you will need to be clear about confidentiality and be able to understand the young person's point of view. It will help if you are prepared and relaxed yourself.

It is important to be clear about the use of language and sexual stereotyping with young people before considering sex related issues in any depth.

Dealing with embarrassment can be a challenge. Humour in your RSE work can be a way of relieving embarrassment and anxiety. The following tactics are useful for issues which are difficult to consider in a whole group or for groups who are a bit immature or embarrassed by RSE:

1. Use pairs or small groups for more embarrassing issues
2. Take care with male\female group dynamics (See 'Gender issues')
3. Vary the energy levels of the sessions such that noisy activities are preceded or followed by structured, more reflective activity.
4. Use the QUESTION BOX technique – people can anonymously put questions or comments in the box and you or young people can read them out. This means that young people do not have to reveal their questions but can still have them considered.

'Family' life/home life

It is important not to have too limited a view of what family life entails ('father, mother and 2.4 kids') and to understand the broad range of experiences that young people have of family life. These experiences include those of single parent families, parent/carer(s)who have non-monogamous relationships, lesbian, gay or bisexual parents, living between two homes, foster homes, young people in residential homes, young people living with relations other than their biological parent etc.

The experience of family life is amazingly diverse. In some areas it may be only a minority of young people who go through childhood in the traditional nuclear family set up. Perhaps the term 'home' life is better to use and less value laden. It is also important not to either 'promote' a particular type of home life or undermine the circumstances in which young people live. This is likely to alienate, anger and deflate young people who do not have such a home life. What constitutes a happy and caring home life varies dramatically and as many young people find out, the nuclear family set up has no monopoly on good fortune.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Religious and cultural beliefs about RSE

Different religions and cultures will have their own views about RSE and about abortion, contraception, homosexuality, sex outside marriage etc. It is important teachers know about these views and are aware of cultural and religious differences.

We believe that RSE work with young people should include religious and cultural aspects as a matter of course. Everyone should be encouraged to understand other people and be accepting of them. Where the young people you work with are from a particular religious or cultural background this obviously needs to be taken into account in your planning, choice of content and methods used.

However, it is a mistake to assume that members of a particular religious, ethnic or cultural group will all have the same beliefs about sex and RSE. All religious, ethnic and cultural groups embrace a wide range of opinions and practices. The best advice is to not make any assumptions. Talk to the young people you work with to find out where they stand, what their RSE needs are, what constraints they might be under and how best to work with them.

For some groups a key issue may be mixed male\female groupings and this can be dealt with in a number of ways. For others it may be about which issues are explored and how.

Sexual experience of young people

This brief note is a plea not to jump to conclusions or make assumptions about young people's sexual experiences. The sexual experiences of young people of the same age are likely to be diverse and varied.

Not all young people are sexually active, at least in terms of having had or regularly having intercourse and some may not be interested in sex at all.

Educators need to be aware that some young people identify as heterosexual or non-heterosexual.

It is also possible that some of the young people you work with will have been sexually abused. Some students may have been in relationships which are sexually harmful without being aware. It is important to recognise this as some children may be very sensitive to the subject content delivered.

It is also important to understand the legal position of young people being sexually active. In the UK it is illegal for an adult to have intercourse with a girl or boy under 16 even if he/she consents. Despite this, as many as one third of under sixteens may have experienced having intercourse. We should make the legal position clear to young people whilst at the same time appreciating the reality of the situation. It is important not to act in ways that will stigmatise or alienate those under 16s who are sexually active. Indeed, it is often these young people who are most in need of good quality RSE if their physical and emotional health is to be protected.

Appendix 2

Year 7 Unit 4 Sex Education
This unit of work will take 5 weeks to teach

The aims are to assist students in:

- Recognising the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- Building on the experience, confidence and competence developed in Key Stage 2 RS
- Identifying people and places to go to for help, advice and support
- Exploring appropriate relationships and friendships
- Identifying skills important to good relationships, including communication, assertiveness and negotiation
- Recognising and challenging prejudice
- Understanding consent and what makes a healthy relationship

Year 8 Relationships and Sex Education

This unit of work will take 6-7 weeks to cover.

The aims are to assist students in:

- Understanding themselves and what influences behaviour
- Understanding relationships and factors which affect them
- Thinking about the experiences of others
- Developing the skills and qualities needed to manage positive relationship
- Feeling confident about their own sexual development and sexuality
- Knowing about aspects of love, marriage and sexual intercourse
- Understanding the legal aspect of marriage irrespective of sexuality
- Learning the value of respect, love and care
- Knowing about reproduction and family planning
- Understanding the demands of parenthood and the needs of the new baby
- Developing a sense of self-worth in students
- Explaining that no one has the right to intimidate someone into giving their ‘consent’ (as this is not consent) and that sexual activity following such a threat is illegal
- Explaining how to ask for their consent without putting under pressure

Year 9 Relationships and Sex Education

Covered in a health fair delivered by an external agency.
2-3 lessons of CSE delivered by experts in school.

The aims are to assist students in:

- Raising awareness of CSE especially that this applies to both boys and girls.
- Empowering students to think more carefully before making choices and deal with risky situations.
- Developing positive values and a moral framework that will guide their decisions, judgement and behaviour
- Understanding the reasons for having protected sex
- Knowing how to keep safe in relationships physically

- Understanding the consequences of their actions and behaving responsibly within sexual relationships
- Communicating effectively
- Accessing confidential sexual health advice, support and if necessary where to access treatment
- Understanding consent and explain how to assess my own /someone else's readiness for sex

Year 10 Relationships and Sex Education

This unit of work will take 8 weeks to cover.

The aims are to assist students in:

- Developing a sense of self worth
- Developing positive values and a moral framework that will guide their decisions, judgement and behaviour
- Being aware of their Equality, gender and sexual orientation
- Understanding the arguments for delayed sexual activity
- Understanding the reasons for having protected sex
- Knowing how to keep safe in relationships both emotionally and physically
- Consent avoiding being exploited or exploiting others or being pressurised into unwanted sex
- Understanding the consequences of their actions and behaving responsibly within sexual relationships
- Developing self respect and respect for others and having the skills to judge what type of relationships they want
- Communicating effectively
- Accessing confidential sexual health advice, support and if necessary, treatment
- Knowing how the law applies to sexual relationships
- Understanding and developing knowledge of CSE cases and identifying ways to manage risk associated with these scenarios.
- Understanding the role that communication and respect play in healthy relationships and consent
- Identifying when asking for consent becomes inappropriately pressurising or persuasive
- Recognising everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives
- Explaining the legal consequences of pressure, persuasion, and coercion in relation to consent

Year 11 Relationships and Sex Education

This unit of work will take 4 weeks to cover.

The aims are to:

- Understanding and be critical of some of the messages that we receive about sex and relationships from porn, TV, film and magazines.
- Thinking more critically about 'norms' and where they come from – particularly norms relating to sexual practice, gender and sexual identity and fantasy.
- Understanding the UK law as it relates to viewing and creating pornography:
    - How pornography can be used to harass a young person or can be used as part of sexual abuse
    - That many young people are perhaps unwittingly creating sexual images that are unlawful
    - Privacy is very difficult to maintain in the era of the internet

    - Just because porn is available and legal doesn't mean that it is necessarily right to watch it
- Learning how to deal with difficult feelings in relationships such as jealousy, feeling neglected, independence, self- esteem
- Learning how to develop good relationship skills and strategies such as good communication, understanding the needs of a partner, how to manage independence within a relationship
- Learning how to ensure that relationships are safe and free from coercion and how important trust is
- Identifying at least four ways that he or she would like to be treated in a romantic relationship.
- Identifying at least three warning signs that a relationship is potentially unhealthy or abusive.
- Identifying at least two effective communication practices.

Post 16 Personal Development

A Health Fair is organised each year which includes workshops on RSE.

Although there are not specific statutory requirements for RSE provision at Post 16, we provide a tailored, student-centred curriculum which aims to inform and empower students so that they are prepared for their next steps. Including:

- Healthy relationships and consent
- Staying safe and navigating new social situations.
- Body positivity
- Challenging bias
- Managing stress and strategies to improve wellbeing