



Relationships and sex education policy (Including statutory requirements)

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1. Aims

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

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

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSE is also about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The program contributes to protecting children and young people by addressing national and local health priorities.

This Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective program that meets the individual needs of our pupils.

Heathgates Academy explores/teaches RSE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

2. Statutory requirements

Our requirements at Key Stages 3 and 4

At secondary school age we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

3. Policy development

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

1. Review –With reference to Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000). Multi-agency practice guidelines: Female Genital Mutilation (2014). DCSF Sex and Relationships Guidance (0116/2000). The Equality Act 2010 and schools (DfE 2014b). Keeping Children Safe in Education, (2019)).
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Clinical consultation – the policy shared with Physis Group clinical team to make recommendations
4. Proprietor consultation – the policy was shared with the proprietors (or representative) to make recommendations
5. Parent/Care Manager consultation – parents and care managers were invited to attend a meeting about the policy
6. Pupil consultation – we investigated what exactly pupils require from their RSE
7. Ratification – once amendments were made, the policy was once again shared with proprietors and ratified

4. Definition

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the

reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we will adapt it as and when necessary.

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

Key Stage 3 and 4 RSE builds on KS2 by focusing 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.

6. Delivery of RSE

In Key Stages 3 and 4 Relationships and Sex Education is taught as part of the PSHE program, some of which is centred on RSHE (delivered by a specialist where practicable). Some content will be delivered as part of the science curriculum and online and e-safety will in part be delivered in PSHE and QLP lessons (CEOP).

Pupils may also receive stand-alone relationships and sex education sessions delivered by a trained health professional or member of our clinical team to enhance the delivery of the RSE program and subject matter.

Some areas of learning are taught within the context of family life or support network. This will be done taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers or care managers).

In delivery all staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive whilst avoiding the use of any slang.
- Use correct terminology as this is deemed good practice i.e. medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.
- Use inclusive language (such as partner instead of boyfriend/girlfriend). The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013).

- Children at primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

Safeguarding:

At Heathgates Academy we are aware that RSE may be a sensitive subject for some of our learners due to historic RSE related trauma. We will consult with clinicians and parents/carers in advance of delivering RSE to ensure that the best approach is carefully planned for and delivered. Parents/Carers will of course be informed of the right to withdraw as outlined in this policy (Section 8).

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

7. Roles and responsibilities

7.1 The Proprietor

The proprietor will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

At Key Stage 3 and 4 the school will endeavour to maintain a specialist delivery of RSE through a specialist RSE tutor. However, should this not be available the responsibility for delivery will fall to those deemed most capable by the head teacher or member of SLT.

Teachers who are delivering any aspect of RSE will be responsible for consulting with parents, carers and clinicians before delivering the program. This will ensure that parents/carers/clinicians are:

- Given the opportunity to withdraw the student from non-statutory aspects of RSE
- Given the opportunity to suggest amendments to the delivery to avoid retraumatising students

Heathgates Academy has a whole school approach to ensuring children being taught about how they can confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

This will be covered through:

- Information Safeguarding Board
- Within Assemblies
- Added to the young persons guide as part of the induction process

7.4 Pupils

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

8. Parents' right to withdraw

In Key Stages 3 and 4

Parents have the right to withdraw their children from the **non-statutory/non-science** components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

Staff who are responsible for the delivery of RSE will be offered appropriate training programs to aid in the effective delivery of the subject and will share this with other staff as part of our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The Department for Education has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>.

This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

The following resources may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools;
- UK Council for Internet Safety (UKCIS)32 guidance: Education for a connected world;
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;

- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow;

10. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Discussion with pupils
- Feedback from Student Council

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the proprietors (or representative of).

Appendix 1: Relationships and sex education curriculum map

(If there is an identified need, students will access content from earlier years than their current academic year)

YEAR GROUP	TOPIC/THEME DETAILS

YEAR GROUP	TOPIC/THEME DETAILS
Year 7 RSHE	<p><u>Relationships</u></p> <p>What makes a relationship happy or unhappy?</p> <p>Why do relationships change during adolescence?</p> <p>Why do people get married or have a civil partnership?</p> <p>At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?</p> <p>Do males and females have different expectations in relationships?</p> <p><u>Feelings and attitudes</u></p> <p>What is the difference between sexual attraction and love?</p> <p>How will I know if I am in love?</p> <p>Do you have to have sex to show someone you love them?</p> <p><u>Keeping safe and looking after my sexual health</u></p> <p>What is safer sex?</p> <p>Should everyone who is sexually active carry condoms?</p> <p>What infections can be caught from having sex? What are the symptoms? What is the impact on your health?</p> <p>What is HIV and AIDS, how do you get it? Is it always through sex?</p> <p>How do women get pregnant and how does the baby develop?</p> <p>Does sex always lead to pregnancy? How can conception be prevented?</p>

YEAR GROUP	TOPIC/THEME DETAILS
<p>Year 7 Science</p>	<p><u>Lifecycles/ human reproduction</u></p> <p>What is sex?</p> <p>What is sexual intercourse?</p> <p>What is an orgasm and how can I have one?</p> <p>Do males and females experience orgasm in the same way?</p> <p>What are normal bodily fluids secreted from penis and vagina?</p> <p>How many sperm does a man produce?</p> <p>How many eggs does a woman have?</p> <p>How do sperm reach the egg to make a baby?</p> <p>Does conception always occur or can it be prevented?</p> <p>How do families with same-sex parents have babies?</p> <p>How does the baby develop?</p> <p>How is the baby born?</p> <p>What does a new baby need to keep it happy and healthy?</p> <p>How can people get diseases from sex and can they be prevented?</p> <p>What is HIV, how do you get it and how can you protect yourself from it?</p> <p>People say our hormones are raging during adolescence – what effect do they have on the body?</p> <p>How do hormones affect boys and girls differently?</p> <p>What is the menstrual cycle and how does it affect fertility?</p> <p>Why do boys get erections?</p> <p>What is the menopause, when does it happen in a woman's life and do men go through it too?</p> <p>What is happening to my body when I get sexually excited?</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 8 RSHE	<p><u>Relationships</u></p> <p>How can I cope with changing relationships with my family and friends?</p> <p>What can I do about family and friendship break-up?</p> <p>What are the qualities I should look for in a partner?</p> <p>How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?</p> <p><u>Feelings and attitudes</u></p> <p>What should I do if I feel I am being pressured into having sex?</p> <p>Is everybody doing it?</p> <p>In my community being a teenage parent is acceptable- is this wrong?</p> <p>Keeping safe and looking after my sexual health</p> <p>Are there ways of enjoying sex that don't risk pregnancy or infection?</p> <p>What are the different methods of contraception? Are some easier to use than others?</p> <p>When should emergency contraception be used?</p> <p>Who should be responsible for contraception/safer sex in a relationship?</p> <p>If someone is on the pill, why do they have to use a condom as well?</p> <p>Does drinking alcohol or using drugs affect my decisions about behaviour?</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 9 RSHE	<p><u>Relationships</u></p> <p>What should I expect of my partner in a sexual relationship?</p> <p>Do people try to control or exploit one another through sexual relationships?</p> <p>How can I recognise when this might be happening and respond to it?</p> <p>What is the most effective way to resist pressure from friends or partner to do things I don't want to do?</p> <p>How can I help a friend in an abusive relationship?</p> <p>What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?</p> <p>What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?</p> <p>What communication skills would help me in my relationships?</p> <p>When is the right time to become a parent?</p> <p>What responsibilities do parents have and what skills do they need?</p> <p>How can young people cope with family break-up, divorce and bereavement and who can provide support?</p> <p>What are the challenges of being a single parent? What help is available to single parents?</p> <p>If a woman gets pregnant, what choices does she have and what influences these choices?</p> <p>What are the laws on sexual offences?</p> <p>What is the best way to challenge bullying and prejudice?</p> <p><u>Feelings and attitudes</u></p> <p>How can I cope with strong feelings such as anger, sadness, desire and love?</p> <p>How does how I feel about my body affect my self-esteem and my relationship with others?</p> <p>Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?</p> <p>Why do people stereotype gays and lesbians/ male, females and transgender/ and stigmatise people with STIs such as HIV?</p> <p><u>Keeping safe and looking after my sexual health</u></p> <p>Should I be responsible for contraception in a relationship? Can I negotiate this with my partner or should I trust them?</p> <p>I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?</p> <p>How do I use a condom and does it affect sexual performance?</p>

YEAR GROUP	TOPIC/THEME DETAILS
<p>Year 10/11 Part 1</p>	<p><u>Relationships</u></p> <p>What can I do to make a sexual relationship more enjoyable?</p> <p>What is most important to me in my relationships with friends, family and sexual partner?</p> <p>What are the challenges of long-term commitments and the qualities needed for successful loving relationships?</p> <p>What issues can be difficult to talk about in intimate relationships for example sexual pleasure and contraception and how can this be addressed?</p> <p>What is the psychological and emotional impact of relationships breaking up, loss, grief and death? What help and support is available?</p> <p>How can I be assertive in communicating with others?</p> <p>How can I be a better listener?</p> <p>What is the experience like of 'coming out' about being gay, lesbian or bisexual to family and friends?</p> <p>What is the experience like of disclosing positive HIV status to a sexual partner, family and friends?</p> <p>What are some of the challenges of parenting?</p> <p>How can parents and wider families support children in their social and emotional development?</p> <p>How do I think children should be educated about sex and relationships?</p> <p>How can power in a relationship be affected by gender?</p> <p><u>Feelings and attitudes</u></p> <p>What do different cultures and religions believe about sex and relationships?</p> <p>What are realistic and unrealistic standards for bodily appearance?</p> <p>How can bodily appearance be changed and what is the impact of plastic surgery?</p> <p>How are bodily appearance, self-esteem and behaviour linked?</p> <p>How can I recognise depression and mental health problems linked to poor self-esteem?</p> <p>Is there such a thing as self-esteem that is too high?</p> <p>What are gender norms and attitudes to gender equality in different cultures?</p> <p>What are my personal values about gender roles and gender equality?</p> <p>What does transgender mean and how can I challenge transphobia?</p> <p><u>Keeping safe and looking after my sexual health</u></p> <p>What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?</p>

YEAR GROUP	TOPIC/THEME DETAILS
<p>Year 10/11 Part 2</p>	<p><u>Influences on behaviour</u></p> <p>What is the impact of culture and law in determining what is considered acceptable and unacceptable sexual behaviour in society and how has this changed over time?</p> <p>Do peer norms impact on the use of condoms and contraceptives?</p> <p>What is the impact of the media on self-esteem and expectations about our bodies, sex and relationships?</p> <p>How can negative messages from our peers, the media and society be challenged?</p> <p>Does pornography present particular values in relation to power, gender and sexual behaviour?</p> <p>What forms of pornography are illegal?</p> <p>What protection does the law offer in protecting against discrimination on the grounds of gender and sexual orientation?</p> <p><u>Keeping safe and looking after my sexual health</u></p> <p>What is the difference between efficacy and effectiveness of contraceptive methods?</p> <p>What are the pregnancy, STI and HIV risks of anal and oral sex and of non-penetrative sexual activity?</p> <p>Are all methods of contraception also protection against sexually transmitted infections including HIV? What are the risks of different sexual activities?</p> <p>What are the dangers of erotic asphyxiation?</p> <p>How does sexual functioning and reproductive capacity vary across our lives?</p> <p>What are some of the causes and impacts of infertility and what fertility treatment options are available?</p> <p>Is it problematic to use alcohol and drugs to increase sexual confidence and reduce sexual inhibitions?</p> <p>What are some of the key signs of sexual exploitation?</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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 with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS 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	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3:

Heathgates Academy RSE withdrawal request form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Policy Reviewed By:	C Seretny	Signature	Date
Next Review Date:	Sept 2024	C Seretny	29/06/22
Interim Review Comments:			
<ul style="list-style-type: none"> • <i>RSHE - Health Section not Mandatory for independent school and therefore remains part of PHSE, PE, Food and Science Curriculum</i> • Policy meets the statutory guidance 2019 to be implemented by September 2021. • Policy updated with July 2020 – COVID update. 			
Interim Review Comments:			
<ul style="list-style-type: none"> • Policy Updates on Training section 9, to include training, meeting KCSIE 2021 – “the requirement to ensure children are taught about safeguarding, including online safety” • Whole school approach update in Staff section 7.3; on children being taught about how they can confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback. 			
Policy Reviewed By:		CRS	06/09/23
Next Review Date:	29/06/24		
Interim Review Comments:			
Changes to delivery of RSE within the PSHE subject and QLP.			
Policy Reviewed By:			
Next Review Date:			
Interim Review Comments:			