



**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS**

**16a RELATIONSHIPS AND SEX EDUCATION POLICY**

<b>COMMITTEE</b>	Curriculum & Student Matters
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## **Section 1 - The aims of Relationships and Sex Education**

The aim of Relationship and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It ensures that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and 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
- Enable students to understand the importance of stable loving relationships, including marriage, for the bringing up of children
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach about the risks of being online and how to stay safe from exploitation

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## **Section 2 - Statutory requirements**

As a secondary academy school, CCHSG 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

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- 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 Colchester County High School for Girls, we teach RSE as set out in this policy in line with the mainstream and free school funding agreement.

### **Section 3 - Policy development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Senior Leader consultation – all senior leaders were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute and make any comments about the policy
4. Student consultation – we consulted student voice to investigate what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Section 4 - Definition**

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity.

Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at the School will be conducted in an age appropriate way.

#### **4.1 Attitudes and values**

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

#### **4.2 Personal and social skills**

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

#### **4.3 Knowledge and understanding**

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

### **Section 5 - Delivery of RSE**

Relationships and Sex Education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness, managing conflict and difficult emotions

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

RSE is taught through the PSHCE Curriculum, but a number of related themes are also delivered through a range of other curriculum areas. For example, the Science curriculum will be used to deliver aspects that relate to biological and anatomical factors and Religious Studies for the coverage of moral issues. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators. Form Tutors deliver the RSE Curriculum and are usually the best people to work with the students on many of the topics as they are aware of each student's individual circumstances.

The school recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about Relationships and Sex education. In order to do this, teachers will:

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- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant persons to approach in the school.

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, sexual abuse, child on child abuse and how to report any concerns
- Intimate and sexual relationships, including sexual health and consent

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 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 amongst other structures along with reflecting sensitively that some children may have a different structure of support around them, for example: they may be 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.

### 5.2 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### 5.3 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

### 5.4 Dealing with sensitive issues

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

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

The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the school Safeguarding Policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student using the appropriate referral method (concern form or online) as well as notifying the Safeguarding Lead or Deputy DSL.

## Section 6: Use of external organisations and materials

We will make sure that an 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 pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:

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

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

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

## **Section 7: Roles and responsibilities**

### **7.1 The Local Governing Body**

The Local Governing Body will approve the RSE policy, and hold the Executive Principal to account for its implementation.

### **7.2 The Executive Principal**

The Executive Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 7), although this aspect may be delegated to the relevant Year Leader.

### **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 students



- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 Principal

## **7.4 Students**

Students are expected to engage fully in RSE (unless they have formally withdrawn) and, when discussing issues related to RSE, treat others with respect and sensitivity. SEND students will be provided with support and differentiated resources as appropriate which will ensure RSE is accessible to them.

## **Section 8 - Parental right to withdrawal from RSE**

RSE is part of all students' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science and Relationship education sections. 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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. The relevant Year Leader will discuss the request with parents and take appropriate action. When the Principal receives such a letter, they will invite the parents/carers to a meeting with the Year Leader, where they will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

## **Section 9 – Training**

Staff are trained on the delivery of RSE either as part of their induction or included in our continuing professional development programme.

The Pastoral Leaders will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE. Whilst external visitors are used to enhance the delivery of RSE, any sessions delivered by outside visitors will be consistent with our policy.

## **Section 10 – Monitoring and Evaluation arrangements**

Monitoring and Evaluation arrangements

The delivery of RSE is monitored by the PSHCE Coordinator and Year Leaders through planning scrutinies, learning walks and student and staff surveys.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The outcome of the lessons will be evaluated using pre and post screening measures.

### **Section 11 – Linked Policies**

- A5. Anti-Bullying Policy
- 44. E-Safety Policy
- AT2. Safeguarding and Child Protection Policy
- A3. CCHSG Child Protection Procedures
- 40. CCHSG Child-on-Child Harmful Sexual Behaviour Policy
- 22. CCHSG Mental Health & Wellbeing Policy

### Appendix 1: Statutory Content

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

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

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

Appendix 2: CCHSG RSE Curriculum

**Relationships and sex education curriculum map**

YEAR GROUP	TOPIC	INTENT	IMPACT
7	Puberty	To set up Ground Rules for SRE lessons To understand the changes that occur during puberty and adolescents	<ul style="list-style-type: none"> <li>Students will be able to understand the normal changes that occur during puberty Links to KS3 science curriculum</li> </ul>
7	Periods and period poverty	To dispel the myths around puberty and menstruation To discuss and understand the hygienic use of sanitary wear	<ul style="list-style-type: none"> <li>Students will be able to make informed decisions about the sanitary products they choose to use.</li> </ul>
7	Healthy relationships; family, friends and love	What makes a healthy relationship. Promote the emotional and caring components in relationships.	<ul style="list-style-type: none"> <li>Students will be able to determine the factors in healthy relationships and know where to seek advice</li> </ul>
7	Unhealthy relationships and abuse	To learn: how to identify relationship abuse how to access support	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>explain what is meant by 'relationship abuse'</li> <li>identify the different types of abuse that can affect relationships</li> <li>describe ways to get help with relationship abuse</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
7	FGM	<p>Identify what to look out for when a victim may have, or may be soon to experience FGM.</p> <p>Describe how girls are encouraged into the process and reasons why it's often unreported.</p> <p>Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.</p>	<ul style="list-style-type: none"> <li>• Students will be able to recognise the warning signs or FGM and understand the law surrounding this practice</li> </ul>
8	Communicating well and discussing the issues	<p>To create a secure environment where students feel it is OK to talk and their responses are valued</p>	<ul style="list-style-type: none"> <li>• Negotiate, establish and model Ground Rules</li> <li>• Discuss within a supportive and collaborative atmosphere.</li> <li>• Will develop and discuss communication skills</li> <li>• Will promote self-esteem</li> <li>• Understand all of the above are ingredients of positive relationships</li> <li>• Will understand some points on sexual development, sexuality and relationships</li> </ul>
8	Understanding others	<p>To promote students to become more aware about other students feelings and to always be respectful towards each other.</p>	<ul style="list-style-type: none"> <li>• Students will be able to list the potential feelings their friends may experience and begin to develop skills to read facial expressions and interpret these to having more than one meaning.</li> <li>• Students will begin to develop skills to read a person's body language to gain a greater understanding of their true feelings</li> </ul>
8	Friendship	<p>To consider the good things about relationships and what might cause difficulties</p>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate awareness of the different types of relationships</li> <li>• Students will begin to understand why we need friendships and what the benefits might be</li> <li>• Students will understand and discuss some of the difficulties that arise in friendships</li> <li>• Students will appreciate the role of communication in all relationships</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
8	Relationships and sex – The guide book	To consider decisions made in relationships around different levels of intimacy and their consequences, including the feelings involved	<ul style="list-style-type: none"> <li>• Able to understand the variety of factors that affect, and are affected by, intimacy in relationships: physical, emotional and social.</li> <li>• To weigh up some of the benefits, risks and consequences of different levels of intimacy.</li> <li>• To decide for themselves the level of intimacy that is appropriate at different stages in relationships.</li> <li>• Will recognise that intimacy in a relationship should be at an agreed, comfortable level for both partners.</li> <li>• Recognise the benefits of delaying sex.</li> <li>• Will understand that it's possible to be intimate without the risks of penetrative sex.</li> <li>• Recognise that all of this is applicable to both heterosexual and same-sex couples.</li> </ul>
8	A question of new relationships	To help students to understand what people's expectations might be, of having a girlfriend or boyfriend and to identify some of the skills people might want to develop in order to form new relationships.	<ul style="list-style-type: none"> <li>• Will recognise the potential for changing feelings about relationships as a teenager.</li> <li>• Will understand that people vary in how important they feel it is to have a boyfriend or girlfriend.</li> <li>• To be to understand what the motivation might be for having a boyfriend or girlfriend.</li> <li>• Identify the things that people might find difficult in developing new relationships.</li> <li>• Will identify some of the skills people might want to develop in order to form new relationships.</li> <li>• Will recognise that all of this is applicable to both heterosexual and same-sex couples.</li> </ul>



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YEAR GROUP	TOPIC	INTENT	IMPACT
8	A question of attraction: A question of different?	To develop understanding of diversity in sexual orientation and support all students in their developing sexuality.	<ul style="list-style-type: none"> <li>• Will learn about diversity in sexual orientation.</li> <li>• Students challenge assumptions and stereotypes related to sexual diversity.</li> <li>• Promote respect for those whose feelings are different from ours.</li> <li>• Will support the self-esteem of all young people in the context of their own sexual orientation</li> </ul>
8	Staying all night? Going all the way? Are they ready?	To help students understand the criteria for 'readiness' for sex and the benefits of delaying sex.	<ul style="list-style-type: none"> <li>• Students will understand the pressure on teenagers (perceived and actual) to progress towards sexual intercourse in their relationships.</li> <li>• Will recognise the possible benefits of exploring thoughts, feelings and beliefs with others such as friends, family and professionals, to help them find strategies for dealing with pressure.</li> <li>• Appreciate the benefits of delaying sex.</li> <li>• To understand and apply criteria for 'readiness' for sex.</li> </ul>
8	Contraception check	To develop students' awareness, knowledge and skills related to the two main forms of contraception available to teenagers: the condom and the pill.	<ul style="list-style-type: none"> <li>• Enable students to clarify where to obtain contraception.</li> <li>• To briefly clarify some factual points about the contraceptive pill and the condom.</li> <li>• Promote the advantages of contraceptive use.</li> <li>• Enable students to critically examine why people might not use contraception and to present ways to counteract these reasons.</li> <li>• Students will establish a 'social norm' that effective contraceptive use is a valued behaviour.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
9	Romantic relationships	The purpose of this session is to enable the students to consider the emotional and caring aspects of relationships not just the physical and biological issues – to understand sex as relating to ‘the whole person’.	<ul style="list-style-type: none"> <li>• Reinforced knowledge of sexual intercourse and reproduction and clarify some of the issues about conception and sexual risk.</li> <li>• To give the biological learning personal relevance through understanding the connections – that arousal, risk, emotional issues, communication and decisions are all linked.</li> <li>• Students understand the emotional and caring components in relationships – to reinforce the positive and not dwell on the negative.</li> <li>• Students recognise the issues about what ‘readiness for sex’ means and consider reasons for delaying sex.</li> </ul>
9	STIs	The aim of this session is to raise awareness and develop knowledge of STIs, their consequences and transmission, prevention and treatment.	<ul style="list-style-type: none"> <li>• Students appreciate the speed at which STIs can spread through a population.</li> <li>• Students recognise of the prevalence of the commonest STI – Chlamydia.</li> <li>• Students understand that catching STIs is almost entirely down to individual choice of risk taking behaviour and that. To understand how non-penetrative sex, condom use and fewer partners, reduce risk.</li> <li>• To clarify that there are significant STIs with few, if any initial symptoms.</li> <li>• Students understand that the cue to seek help should be knowing when a risk has been taken, rather than the onset of symptoms.</li> <li>• Students aware of local services.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
9	Contraception	The aim of this session is for students to learn the principles and skills of using a condom correctly and to understand their effectiveness in protecting against STIs and pregnancy.	<ul style="list-style-type: none"> <li>• Students will understand the effectiveness of condoms and the importance of each of the aspects of correct condom use.</li> <li>• To understand the importance of negotiating safer sex.</li> <li>• Students will know the correct way to use a condom, increasing confidence in potential future use and remove potential blocks to use</li> </ul>
9	Consent	The aim of this session is to understand and discuss the idea of consent in relationships and other situations.	<ul style="list-style-type: none"> <li>• Student will identify cases where consent has or has not been given.</li> <li>• Students will be able to describe the 'cup of tea' analogy and how it can be used to explain consent accurately and explain whether consent has been given in particular situations and how you know this.</li> <li>• Students will be able to identify how to get help if they have not given consent.</li> </ul>
9	Peer Pressure	This session will look at the influence of peers in relationships and why peer pressure/influence is so powerful and how can we overcome it.	<ul style="list-style-type: none"> <li>• Will be able to identify strategies to resist peer pressure and reasons this can be so difficult.</li> <li>• Student will describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality.</li> <li>• Student should be able to explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
9	LGBTQ+	This session will look at LGBTQAI+. Discussion will centre around; what does this stand for and what do we need to know about it.	<ul style="list-style-type: none"> <li>• Students will understand how to correctly identify the different LGBTQAI identities and what the community want us know about these.</li> <li>• Students will learn the difference between these identities and use the new terms articulately and in the correct context.</li> <li>• Students will be able to explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.</li> </ul>
9	Revenge Porn	This session is discussing the increasing incidences of revenge porn. The session will look at prevention and impact and signpost to help and advice regarding the issue.	<ul style="list-style-type: none"> <li>• Students will be able to correctly identify what to do to prevent revenge porn and what to do if you become a victim.</li> <li>• Student will be able to describe the long and short term consequences of sharing intimate images with partners or friends.</li> <li>• Students will begin to explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims</li> </ul>
9	Stalking and Harassment	This session begins to address the issue of toxic and unhealthy relationships that can form, identifying reasons this should be taken seriously.	<ul style="list-style-type: none"> <li>• Students will describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.</li> <li>• Students will explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.</li> <li>• Students will begin to analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse and how to get help.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
10	Identifying unhealthy relationships	To identify and manage unhealthy relationships	<ul style="list-style-type: none"> <li>Students will be able to assess whether relationship behaviours are healthy, less healthy, or are controlling behaviours and explain effective strategies to end coercive relationships.</li> </ul>
10	Managing unwanted attention	How to recognise and respond to unwanted attention, including stalking and harassment, both online and offline	<ul style="list-style-type: none"> <li>Students will be able to define the terms stalking and harassment and identify the behaviours associated with stalking.</li> </ul>
10	Pornography	To learn about the impact of pornography on relationships	<ul style="list-style-type: none"> <li>Students will be able to explain what pornography is identify ways in which pornographic material is not representative of real sex and can give misleading information about consent and gender roles in sexual relationships.</li> </ul>
10	Gender and Trans Identity	To identify the difference between sex and gender and what makes a person trans.	<ul style="list-style-type: none"> <li>Students will be able to correctly identify the difference between sex and gender and what makes a person trans.</li> </ul>
10	Same sex relationships	To identify ways that homosexual and heterosexual relationships differ and ways they are the same.	<ul style="list-style-type: none"> <li>Students will be able to explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</li> </ul>
10	Parenting	To explore what it's like being a new parent and why it can be so challenging.	<ul style="list-style-type: none"> <li>Students will be able to correctly identify all the different challenges a new parent faces and identify the different styles of parenting and how to change and bathe a new baby.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
11	FGM	<p>To develop awareness and understanding of how oppression, inequality and power imbalance works.</p> <p>To develop specific knowledge and awareness of aspects of FGM and its consequences: physical, psychological /emotional, social/cultural and legal.</p> <p>To be aware of the law and other means of combating oppressive practices</p>	<ul style="list-style-type: none"> <li>Students will have a greater understanding of the consequences of FGM and the Laws surrounding it.</li> </ul>
11	Consent, Rape & Sexual Abuse	<p>To identify how clear sexual boundaries can be established.</p>	<ul style="list-style-type: none"> <li>Students will be able to identify cases where sexual boundaries have been crossed and a crime has been committed, and explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</li> </ul>
11	Bullying & Body Shaming	<p>To identify what body shaming is and how it impacts a person's self-esteem.</p>	<ul style="list-style-type: none"> <li>Students will be able to describe the consequences of body shaming, how it affects self-esteem and why people do this. They will be able to explain how we can make people feel better about their bodies</li> </ul>
11	Types of Relationships	<p>To develop an awareness and understanding of different types of relationships and sexualities.</p>	<ul style="list-style-type: none"> <li>Students will be able to describe different types of 'non traditional' relationships and ways we can make our school and society more LGBT+ inclusive.</li> </ul>

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YEAR GROUP	TOPIC	INTENT	IMPACT
11	Sexual ethics: who should decide and what are my values?	To add to the students' study of RSE from an ethical perspective in order for them to realise and consider the ethical aspect of engaging in sexual relationships and the decisions that come with it. To make students aware of what can be consciously or subconsciously affecting their views on sexual relationships and whether they are good influences. To encourage a personal decision from the students on their ethical standpoint regarding sexual behaviours.	<ul style="list-style-type: none"> <li>• Students will reach personal decisions about their own ethical values in the area of sexual relationships, as well as consider and respect the range of different ethical stances people could have and the factors behind them. Students will be responsible, considered and respectful in their sex and relationship decisions and behaviour in their lives outside of school.</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

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

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