



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

RELATIONSHIP AND SEX EDUCATION POLICY

SLT responsible:	Vice Principal (Aspiration & Ethos)
Last reviewed:	June 2020
Ratified by Governors:	8 July 2020

1. Draft policy

This draft policy covers our college's approach to RSE. It was produced in consultation with the Director of learning for Social Studies, the Senior Leadership Team and Governors. The policy will be reviewed every 2 years (PSHE Association recommendation) by a working party consisting of the Director of learning of learning for Social Studies, link SLT and link Governor and a select group of parents/carers.

1.1 Defining RSE

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

<https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/1-what-relationships-and-sex-education>

1.2 The purpose of relationship and sex education (RSE) at Hailsham Community College

The College upholds the statutory nature of RSE and sees it as an entitlement for all our learners. The College recognises the need to work with parents/carers, learners and outside agencies to ensure shared understanding of RSE and to deliver an effective programme that meets the needs of our learners.

1.3 Overall Aims of RSE at HCC

The aim of this RSE policy and associated schemes of work is to develop a supportive, factual and developmental programme. The RSE programme will teach biology and fundamentals of reproduction (via science lessons) as well as develop our learners' understanding of the biological, emotional/psychological, social, legal and moral aspects of sexual behaviour, sexuality, sexual health and relationships. We aim to ensure RSE is part of our drive for life long learning and all learners attending HCC will be able to apply this knowledge and skills to their lives.

1.4 The College has identified 4 main aspects of RSE:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding
- Application of information to a personal and social context

The RSE programme will also support the college CARBS.

We believe marriage/civil partnerships and other stable relationships are key to a helping develop a happy personal and family life. We recognise that there are many diverse family forms in contemporary British society and these can create stable, loving, respectful and caring relationships.

2. Requirements for teaching RSE

We are required to teach RSE due to the revised Department for Education Statutory Guidance (for implementation September 2020) that all schools must deliver RSE.

This RSE policy will link up with many aspects of the College's other policies/initiatives e.g. Safeguarding policy and Equal Opportunity Policy. Cross curricular links may be made with various subjects and departments, e.g. Religious Education, Science, Citizenship and Physical Education. The mentor and assembly systems may touch

on appropriate elements of RSE, but the main responsibility falls within taught lessons in the social studies and science departments.

The documents that inform the college's RSE include:

- Education Act (1996)
- Learning and skills Act (2000)
- Education and inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE for the 21st century (2014)
- Keeping children safe in education – statutory guidance (2018) – add new safeguarding list
- Children and Social Work Act (2017)

2.1 Inclusiveness and differentiation

We aim to ensure RSE is inclusive and meets the needs of all our learners, including those with special educational needs and disabilities (SEND). Teachers may have to be more explicit and plan work in different ways to meet the individual needs of learners with SEND or other difficulties. It is helpful to remember to focus on activities that increase a learner's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective and will be used where appropriate.

Some groups of learners may be at risk of being vulnerable to abuse and exploitation from their peers and other people and some learners may be confused about what is acceptable public/private behaviour. These students will be helped to develop skills to reduce the risks of being exploited and learn what sort of behaviour is and is not acceptable. These individuals will be identified with support from the The Hub/ASD facility/Aspire, the DSL team and house-leaders.

2.2 How will the teaching address gender differences?

RSE will be taught in both single sex and mixed sex groups. The study of the male condom, other forms of contraception and advice on how the body can be checked (self-checking and/or professional screening for testicular, cervical and breast cancer) will all be taught in single sex lessons. Students in all groups will study the same information. We deem it important for some lessons to be single sex as it may lead to more open discussion and pertinent questions*. It is important all learners know of the biological, personal, emotional, psychological and social factors that influence the wide variety of groups to help them foster empathy and hopefully develop better understanding and stronger relationships.

*If a student identifies as trans then we will discuss what they would like to do on an individual basis.

2.3 How will teaching address sexual orientation differences

RSE will be taught in an inclusive way and all orientations can be discussed as an integral part of the programme. This is to ensure that equality is presented as the key social and legal focus; this will also link in with the idea of British Values.

2.4 How will the teaching address religious, cultural, familial differences?

This RSE policy and schemes of work will address the concerns of any religious and cultural groups in the developmental process and will seek to provide alternative arrangements at any time that the schemes of work are deemed to be unsuitable for these identified learners. Parents/carers will receive a letter from the Director of Learning for Social Studies prior to the main RSE days/units. This will include details on the lessons due to be

taught and offer parents/carers an opportunity to meet and discuss any concerns they might have about the programme on offer, or indeed any other queries about the RSE provision.

However, the RSE policy will not follow the guidance of any religion as this would perhaps colour the view point on what is morally acceptable whereas general expectations and laws in society may be more liberal (although advocates of these varied viewpoints may be invited in to offer an alternative set of values where appropriate). Learners will be made aware of the reality that this information cannot always be value free. Staff will establish boundaries and responses to key areas to ensure consistency.

2.5 In which curriculum area will RSE be taught?

RSE is firmly rooted in the Social Studies curriculum as part of Personal, Social, Health and Education (PSHE). RSE will be taught through timetabled lessons at various points of the year for years 7 - 9 and supported with a calendared drop-down day in Yr10 (see published schemes of work). Elements of RSE will also be taught by the science department and the Director of Learning for Social Studies will liaise with appropriate members of the Science department. The mentor and assembly programmes may also link in with age appropriate and topic appropriate elements of RSE although these aspects will be discussed with the Director of Learning for Social Studies to ensure consistency of message and age appropriateness.

2.6 Co-ordination of RSE policy, delivery of RSE and CPD

The RSE programme will be led by the Director of Learning for Social Studies, who is responsible for the overall planning, implementation and reviewing. They will monitor the planning and delivery of content, providing appropriate resources, offering guidance and support in the delivery of RSE.

The Director of Learning for Social Studies, in line with other curriculum areas, will endeavour to keep up-to-date with material and guidance for RSE. They may lead, organise or inform staff and the wider school community of training and current issues. A specialist team of staff will deliver the programme and will also be part of a working party to help review the curriculum and undertake CPD to refresh their practice/share good practice.

The Director of Learning for Social Studies will liaise with external support agencies, e.g. PHSE Association, School Nurse, to encourage consistency and understanding in the College's RSE programme.

There will be a biannual review of the RSE policy and associated schemes of work. This review will be conducted by the Director of Learning for Social Studies and other members of the RSE working party. Any amendments of the policy will be presented in draft to the governing body for ratification. This review period may also involve a student survey on the provision, its impact and relevance.

The Director of Learning for Social Studies will liaise with the safeguarding team at the college to ensure that concerns about students are taken into consideration when planning the delivery of all aspects of the RSE curriculum. All students on level 4 safeguarding will be reviewed for their involvement in the RSE. A specific Child Sexual Exploitation (CSE) concern may lead to the student being removed from RSE and alternative arrangements will be put in place.

2.7 Partnership between home and school

We are committed to working with parents/carers on our RSE programme and we will ask for a small group of parents/carers to be part of our RSE working party. The RSE policy will be made available on the college website

for all parents/carers and interested parties to review and parents/carers will be able to contact the Director of Learning for Social Studies to discuss/view the programme of study/schemes of work. The Director of Learning for Social Studies will send a letter to parents/carers detailing the topics to be covered in the RSE programme and invite parents/carers to attend a meeting in the run up to when RSE topics are due to be covered.

It is important to understand the broad range of experiences that children and young people have of family and social life and be sensitive to them. It is important to reflect this in display and discussion work where appropriate, such as depicting

- living in a nuclear or extended family
- living in a reconstituted family
- living in a lone parent family
- living in an adoptive family
- living with LGBTQ+ parents/carers
- living in a foster home
- living in a residential home
- living with siblings or relatives other than parents
- living in a family where they are the main carer
- living between two homes
- living as a refugee
- living with parents/carers/relatives/siblings who for example, are abusive or have learning, physical and/or mental difficulties

2.8 Parental right of withdrawal

It is hoped that all parents/carers will see the benefits of providing a diverse and challenging RSE curriculum. However, there may be elements of the curriculum that some parents/carers are unsure about due to a lack of familiarity with the issue/key words or indeed a religious, cultural or familial preference. The College respects the parental/carer right to withdraw their child/young person they care for from the RSE curriculum (excluding statutory science and relationship education). However, the College would like to offer parents/carers the opportunity to discuss any concerns they have in a group and/or an individual basis. Parents/carers will be informed how to withdraw their child/young person they care for in part or whole from the RSE curriculum and understand what will be offered in its place. Parents/carers need to be aware that a learner at HCC has the right to confidential advice from the school nurse or counsellor, even if their parents/carers have exercised their right to withdraw their child/young person they care for from RSE curriculum. The arrangements regarding the right for students to opt in to RSE without parental support starts 3 terms before their 16th birthday.

2.9 Student voice

Learners will be asked to review and help tailor (via the college council and RSE lesson evaluations) our RSE programme to ensure it matches identified needs.

3. The specific aims within this RSE policy are:

- to assist young people and prepare them for adult life by supporting them through their physical, emotional, sexual and moral development;
- to help learner understand themselves, respect others and form/sustain healthy relationships;
- to develop positive values and a moral framework that will guide decisions, judgements and behaviour;

- to encourage learners to take responsibility for their actions;
- to educate learners of the realities of teenage pregnancy and young parenthood;
- to ensure learners are aware of all forms of contraception and issues associated with them so that they can make informed choices;
- to increase awareness and understanding of all sexually transmitted infections, the actual risks infections pose and how to deal with them, thus further promoting the reasons for having safer sex;
- to ensure learners are aware of the agencies and support groups available to help with advice and treatment;
- to encourage external agencies to be more involved;
- to develop a policy of social inclusion;
- to encourage learners to be aware of their sexuality and understand human sexuality;
- to encourage self-analysis of the body to help early detection of potential problems and the need for professional examinations, e.g. the smear test;
- to enable learners to communicate effectively;
- to enable learners to understand the impact of external factors, such as the media, peer groups and remain independent decision-makers;
- to encourage small group and whole group activities within lessons;
- to provide a department question box;
- to provide equal support for boys and girls and students the identify in a non-binary way
- to encourage the use of appropriate language (inappropriate language will be identified with all staff and learners and there will be a positive drive to eradicate this language);
- to ensure the RSE scheme of work is not based heavily on worksheets but based on active learning with varied and engaging tasks;
- to ensure learners are set suitable learning challenges;
- to respond to learners' diverse learning needs;
- to liaise with Hailsham Community Primary school and partner schools in the area;
- to identify and address the specific requirements of the learners, parents/carers, teachers and outside agencies in the immediate area;
- to ensure staff, parents and learners realise teaching will not be influenced by staff members' personal beliefs, unless those views form part of the established values, guidance and boundaries of the RSE policy;
- To make strong an appropriate links between RSE information and E-Safety;
- To ensure issues of child sexual exploitation (CSE) and female genital mutilation (FGM) and forced marriage are covered in an age appropriate/sensitive and informative way.

3.1 Key principles used to ensure high quality RSE lessons

Learners will have an opportunity to express themselves within a trusted and a safe environment that is underpinned by clear aims and appropriate ground-rules. Learners need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Ground-rules with a key focus on distancing and confidentiality issues will be a continuous feature of RSE planning and teaching/learning.

3.2 Distancing techniques

This will be a key ground-rule (e.g. avatars, use of third person questions/explanations etc) in all RSE lessons. This technique is involved to reduce the risk of inappropriate/uncomfortable information, disclosures being shared during the lesson and to make learners and staff feel as safe as possible. There will be an anonymous question box available in all RSE and answers to the questions may be posted on a discrete notice board in one classroom.

3.3 Confidentiality

This will be a key ground-rule in all RSE lessons. Learners will be told by age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about that learner's safety or the safety of another. When appropriate, learners will be informed of sources of confidential help, such as the School Nurse and ChildLine.

Teachers and support staff are aware that teaching RSE can lead to student disclosures. All staff must be made aware that they cannot offer or give unconditional disclosure to any student in the College. Staff should also be aware of the safeguarding procedures and the individual responsible for safeguarding (DSL) that they should contact) or use 'MyConcern'. Staff will reassure learners that if confidentiality needs to be broken they will be informed and supported. Staff, parents/carers and learners should be made aware of how the confidentiality process works and how personal information is shared on a 'need to know basis'. The College will establish guidelines for learners to ensure they understand that it is not appropriate to make very personal disclosures during a lesson.

3.4 Confidentiality in the classroom

During the lesson it is the responsibility of the classroom teacher/visitor to ensure that all learners are aware disclosures are best when they can be more sensitively managed and so it is best to seek help before or after lessons (this should be made part of the ground rules for that class). Despite this ground-rule there is a possibility a disclosure can happen in a lesson activity. If this happens then the learner should be asked if they need to speak to a member of staff immediately or can wait to speak to the member of staff at the end of the lesson. If the learner asks to speak to a member of staff immediately then the emergency call out system should be used with a short comment such as 'Immediate RSE disclosure'.

3.5 One to one disclosure to a member of teaching/non-teaching staff

Teachers and classroom support staff are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to disclosure of a safeguarding issue. The following guidance will be reviewed by each member of the RSE team.

Details from previous RSE policy:

Do not speak to learners in a closed environment, have the classroom door open, be in full view. Make sure you take clear notes that are accurate at the time. Do not prompt or encourage questioning. Remind the student you cannot hold on to information and that it will need to be shared with the DSL via My Concern.

3.7 Disclosures to a school nurse/health professional operating a confidential drop in session at the College

The drop-in session must have been designed with appropriate levels of confidentiality in mind (this should include the venue, timing, access and information given out to promote the drop in). The limits of confidentiality must be stated to the individual when they attend the session (see 'legal position of school nurses').

The teachers/staff involved in the RSE programme will be supported by the Director of Learning for Social Studies. If a disclosure does occur, then the member of staff should follow standard protocol and complete a 'MyConcern' and/or speak to the designated safeguarding lead (DSL) or a Vice Principal/Head of School in their absence.

3.8 Visitors

There is the potential that the RSE curriculum may involve input from a wide variety of outside agencies and speakers. This may allow different views to be delivered but should be designed to complement the teacher led curriculum provision. However, to gain the most from outside speakers there needs to be a consultation period between the provider and the relevant individuals on the College teaching staff. This will hopefully ensure that there is a level of consistency. Visitors will also have to follow the College's confidentiality protocol.

3.9 Fraser Guidelines

Young people, confidentiality and the law (England and Wales) Fraser Guidelines

Doctors and other health professionals may provide contraceptive advice and treatment to young people under 16 under the following conditions (sometimes referred to as the 'Fraser guidelines'):

- That the young person understands the advice and has the maturity to understand what is involved;
- That the doctor could not persuade the young person to inform their parent/s, nor would allow the doctor to inform them;
- That the young person would be very likely to begin or continue having sexual intercourse with or without contraceptive treatment;
- That, without contraceptive advice or treatment, the young person's physical or mental health would suffer;
- That it would be in the young person's best interest to give such advice or treatment without parental consent;
- Under 16s have a right to confidentiality whether asking for contraceptive advice or other medical treatment;
- Girls under 16 can give consent to an abortion if all doctors concerned agree that the girl has the maturity and understanding to appreciate what is involved. But in practice, most doctors require the consent of a parent or other responsible adult before the operation is performed. If a student under the age of 19 makes a disclosure to a member of staff connected to this College, then that member of staff has a duty of care to inform their line manager or other appropriate staff member, who will contact the student's parents or, in cases where safeguarding is an issue, the Social Services. Students must be reminded that confidentiality cannot be kept if there are issues regarding their welfare.

3.10 School and community nurses

School and community nurses may also provide confidential contraceptive advice and care to young people in response to individual requests, if the above guidelines are followed. However, school nurses contributing to a school sex education programme must follow the sex education policy of the school.

The confidentiality position for Hailsham Community College in the above matter is quite clear. No teacher or member of the support staff (excluding school nurse) shall provide direct contraceptive advice (as per instructions) but can support the student by suggesting the appropriate steps they could take, which are:

- If possible discuss with parents and /or carer;
- Organise a one to one interview with the school nurse;
- Go to their GP

4. Assessment of RSE

- Learner's understanding and application skills will be checked using baselines (what they already know), formative assessment (their answers given in discussions/Q/A) and summative assessment (application of knowledge and skills to a fictional scenario);
- A variety of appropriate methods (for example, short written task/tests, scenario work, oral feedback);
- Learners will have the opportunity in lessons and through home-learning to review their learning;
- We will help learners overcome potential barriers to learning and assessment by differentiating the tasks as well as liaising with the Learning Hub, ASD Facility, and 'Aspire' departments/teams as well as House Leaders and parents/carers);
- Teacher's will reflect critically on their work when planning and delivering RSE.

4.1 Programme of study

The Relationships and Sex Education (RSE) Programme at Hailsham Community College will give learners the opportunity to study the following themes and key focus points. Many of these points are age appropriate and will be tailored to match the needs of the learners. All main RSE elements will be delivered in timetabled lessons of 2 year key stage 3 provision (years 7 and 8) and the first year of our key stage 4 provision (year 9). Some elements of RSE will also appear as part of the drop-down day in Yr10 and/or the key stage 3/4 science curriculum and assemblies.

This list using relevant aspects of the PSHE Association document: PSHE Education Programme of Study Key stages 1-5

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

** Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

Key stage 3

Learners will have the opportunity to learn:

- H1.** to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2.** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3.** to accept helpful feedback or reject unhelpful criticism

- H7.** to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9.** the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
- H10.** the purpose and importance of immunisation and vaccination
- H11.** about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)
- H12.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H18.** how the media portrays young people; to recognise its possible impact on body image and health issues
- H19.** that identity is affected by a range of factors, including the media and a positive sense of self
- H20.** ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- H23.** to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety
- H32.** about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

Key stage 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- H1.** to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
- H2.** to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
- H6.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
- H7.** how to take increased responsibility for maintaining and monitoring their own health
- H8.** how lifestyle choices affect a developing foetus
- H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
- H10.** to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- H14.** about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

Key stage 3

Learners will have the opportunity to learn:

- R1.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R2.** to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
- R3.** to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4.** to explore the range of positive qualities people bring to relationships
- R5.** that relationships can cause strong feelings and emotions (including sexual attraction)
- R6.** the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7.** that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8.** different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R9.** the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10.** that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R11.** the roles and responsibilities of parents, carers and children in families
- R12.** how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13.** to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14.** to understand what expectations might be of having a girl/boyfriend
- R15.** to consider different levels of intimacy and their consequences
- R16.** to acknowledge and respect the right not to have intimate relationships until ready
- R17.** about readiness for sex and the benefits of delaying sexual activity
- R18.** that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for

ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

R38. when the sharing of explicit images may constitute a serious criminal offence

Key stage 4

Building on Key Stage 3, pupils should have the opportunity to learn:

R1. strategies to manage strong emotions and feelings

R2. the characteristics and benefits of positive, strong, supportive, equal relationships

R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

- R5.** to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- R6.** managing changes in personal relationships including the ending of relationships
- R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R8.** about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- R9.** about the impact of domestic abuse (including sources of help and support)
- R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, bereavement
- R12.** how to access such organisations and other sources of information, advice and support
- R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R14.** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R15.** how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17.** to understand the pernicious influence of gender double standards and victim-blaming
- R18.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R19.** to manage unwanted attention in a variety of contexts (including harassment and stalking)
- R20.** to understand and respect others’ faith and cultural expectations concerning relationships and sexual activity
- R21.** to assess readiness for sex
- R22.** about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
- R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- R24.** the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- R25.** about abortion, including the current legal position and the range of beliefs and opinions about it
- R26.** the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- R27.** that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
- R28.** about the options open to people who are not able to conceive
- R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison.

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Key stage 3

Learners will have the opportunity to learn:

- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
- L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
- L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices
- L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

Key stage 4

Building on Key Stage 3, pupils should have the opportunity to learn:

- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues
- L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support

5. Bibliography

DFE guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

PSHE Association documents (these can also be made available via the Social Studies Department):

Writing your RSE policy

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association>

Mapping the PSHE Association Programme of Study to new statutory guidance on health education and relationships education/RSE

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mapping-pshe-association-programme-study-new>

Preparing for statutory relationships and sex education: PSHE lead's pack – key stages 3 and 4

<https://www.pshe-association.org.uk/system/files/Preparing%20For%20Statutory%20Relationships%20And%20Sex%20Education%20-%20KS3%20and%204%20-%20June%202018.pdf>

PSHE Education Planning Toolkit for key stages 3 and 4

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-toolkit-key-stages-3-and-4-0>

Road map to statutory PSHE

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

PSHE Association

PSHE Education Programme of Study Key stages 1-5

https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf

Ofsted documents

<https://www.gov.uk/government/publications/education-inspection-framework>

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>