



**PSHE/RSE POLICY**

Date Last Reviewed: September 2024

# Review Date: September 2026

**PSHE, Relationships and Sex Education (RSE) and Health Education**

*This document contains a summary of requirements which needs to form part of the basic school curriculum, integrated within a broad and balanced curriculum (2019). The guidance applies to the following subject areas which inform/ drive our curriculum offer*

**RSE Overview**

**Definition of ‘Relationships and Sex Education’**

Pencalenick School defines ‘Relationships and Sex Education’ (RSE) as education that gives pupils the knowledge and skills to develop healthy, safe and nurturing relationships, both now and into the future. Relationships of all kinds are covered, including friendships, colleagues, family and intimate relationships. RSE also covers matters of sexual health, safeguarding, and the legalities of sex and sexual relationships. The curriculum makes links to equality, diversity, mental health and wellbeing, as well as Internet safety and online behaviours. RSE forms an important part of the wider PSHE (Personal, Social, Health and Economic) curriculum. RSE does not involve the promotion of sexual activity.

**Statutory requirements**

As a secondary school we must provide RSE to all pupils as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Section 34 and 35 of the

Children and Social Work Act 2017. In teaching RSE, we must adhere to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy has due regard for the Equality Act 2010 whereby the policy’s actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

**Policy development process**

This policy was written by the Head of PSHE and approved by the Senior Leadership Team.

The following members of our school community have been consulted:

* Staff
* Pupilss
* Parents
* Governors

**Aims and Rationale of RSE**

At Pencalenick School, we believe that every child can succeed in life and that RSE is fundamental to the pupils’ learning experience in our school. Our RSE curriculum is designed to enable pupils to thrive both personally and professionally by building on their self-esteem, knowledge, empathy and emotional resilience around different kinds of relationships and sexual matters. The curriculum is coherently planned to ensure that there is a progression of understanding from primary school and across the key stages. As with every aspect of the Pencalenick School curriculum, RSE will enhance cultural capital, promote learning links and develop confidence, independence, resilience and ambition.

The overarching aims of the RSE curriculum at Pencalenick School are:

* To enable our students to know what healthy relationships are in a variety of contexts
* To understand what behaviour is acceptable and unacceptable in relationships
* To know the law around relationships and sex
* To recognise unhealthy or dangerous behaviours regarding relationships and sex, and to know how to seek help and support
* To be equipped with the skills to weigh up and effectively manage risk
* To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future
* To teach pupils the correct vocabulary to describe themselves and their bodies
* To know where to access reliable information, advice and support regarding relationships and sex

**Roles and Responsibilities**

The governing board: The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher:

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE (see section 11).

Head of PSHE:

The Head of PSHE is responsible for the planning and implementation of a PSHE curriculum within which RSE is integrated. The Head of PSHE is also responsible for coordinating training for tutors and teaching staff responsible for delivering PSHE – including RSE – as part of their continued professional development.

Tutors and teaching staff:

Tutors and teaching staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Teaching staff do not have the right to opt out of teaching RSE. Tutors who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils:

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

**Curriculum**

In accordance with the Department for Education Statutory Guidance on RSE, the curriculum falls under five themes, known as ‘RSE objectives’:

1) Families

2) Respectful relationships, including friendships

3) Online and media

4) Being safe

5) Intimate and sexual relationships, including sexual health

Pencalenick School recognises that working in partnership with home and the wider community is vital in contextualising the RSE curriculum. We have developed the curriculum around the above themes and in consultation with parents, pupils and staff, taking into account the age, needs and feelings of the pupils.

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, LGBTQ+ 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, such as looked after children or young carers.

**Inclusive RSE at Pencalenick School**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school’s approach to RSE takes account of:

Ethnic and cultural diversity:

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality identity and sexual orientation:

Pencalenick School recognise that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. We understand that some of our pupils may go on to define themselves as lesbian, gay, bi-sexual or transgender, or continue to be questioning their sexuality (LGBTQ+, in which the + represents other gender minority identities). Pupils may also have LGBTQ+ parents/carers, family members and/or friends. All of our pupils will encounter people of the LGBTQ+ community at some point in their life.

Our approach to RSE includes sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE curriculum. Furthermore, our pastoral support takes account of the needs of those pupils who identify as LGBTQ+. We also challenge homophobic, bi-phobic and transphobic language and behaviour through on-going training and education.

Mental health and wellbeing:

Pencalenick School recognise the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE will be taught within a mental health framework, equipping pupils with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. Pupils will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.

The Head of PSHE and tutors, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all individuals. Pupils with learning, emotional or behavioural needs, or physical disabilities may require certain strategies or differentiation in order to access the curriculum. Tutors will engage with support and advice on differentiation for individuals in their tutor group to ensure that the curriculum is accessible to everyone.

**PSHE, Relationships and Sex Education (RSE) and Health Education**

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| **DfE Relationships Education** | **DfE Relationships and Sex Education** | | **DfE Health Education COMPULSARY Sept 2020** |
| Includes all schools providing primary education, including all-through schools and middle schools | Includes all schools providing secondary education, including all-through schools and middle schools | | All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units |
| **The statutory guidance requires school to define:**  Relationships Education – KS3  Relationships and Sex Education – KS4  Physical health and mental wellbeing – KS3 and KS4 | | | |
| **The breadth of study delivered at Pencalenick School will include:** | | | |
| **KS3 provision:**  **COMPULSORY** | | **KS4 provision:**  **COMPULSARY Sept 2020** | |
| Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe  Heathy eating / Physical health and fitness  Harmful substances  Changing adolescent body | | As outline in KS3, but also including:  Online and media  Drugs, alcohol and tobacco  Internet safety and harms  Health and prevention  Basic first aid  Mental well-being  Intimate and sexual health\* | |

***\**** *DfE - all primary schools should have a sex education programme tailored to the age and the physical/ emotional maturity of the pupils; schools will also want to recognise the significance of other factors, such as special educational needs. On using this advice our school has determined that formal sex education*

*teaching sessions will address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B₂ Progression Step PSHE (Health and Wellbeing) and Step 8 B₂ Science/ Biology (see page 8).*

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| Changing adolescent body – **Curriculum Links** |
| Our scheme of work incorporates elements of the computing and science curriculum.     * **Computing** - This important area promotes pupil’s understanding of how to stay safe and behave online, underpinning the knowledge and behaviours that can help them navigate the online world safely and confidently regardless of the device, platform or app used, tailoring our teaching and support to the specific needs of our pupils. **Online safety Curriculum source:** *Education for a Connected World - A framework to equip children and young people for digital life – UKCISS (Feb 2018)* * **Science** - Statutory Science objectives from the National Curriculum are used (objectives identifiedfrom the *National Curriculum programmes of study found within NC Yr2, 5 and 6;* woven through the DT PSHE/ RSE offer). Pupils are encouraged to work scientifically through observation. Pupils will be introduced to the processes of reproduction and growth in animals; the focus is on helping pupils to recognise growth (how different animals, including humans, grow and asking questions about what things animals need for survival and what humans need to stay healthy) * **SMSC** – Social relationships – school-based rationale and outcomes **Online safety Curriculum source:** Education for a Connected World A framework to equip children and young people for digital life - UKCISS |

To ensure our curriculum meets the requirements of the DfE and the needs of our pupils which provides them with informed opportunities to make progress/ embed the skills, knowledge and understanding acquired, we must secure the reason and relevance behind our bespoke scheme outlining what it intends to do and the organisation around this.

**On-line safety – Education for a Connected World (UKCISS 2018):**

Pencalenick School recognises the vital aspect of on-line safety outlined in this document which is fully incorporated throughout our relationships scheme of work via the effective implementation of the Education for a connected world framework (recommended as good practice in the DfE on-line safety guidance 2019). The outcomes specified by the framework within each safeguarding aspect / key stage have been fully considered. As a result, outcomes have been slowed providing our pupils with a further depth and relevance to their on-line safety offer identified within our curriculum planning to secure outcomes continue to provide meaning/ relevance in what is taught/ learned.

<https://www.gov.uk/government/publications/education-for-a-connected-world>

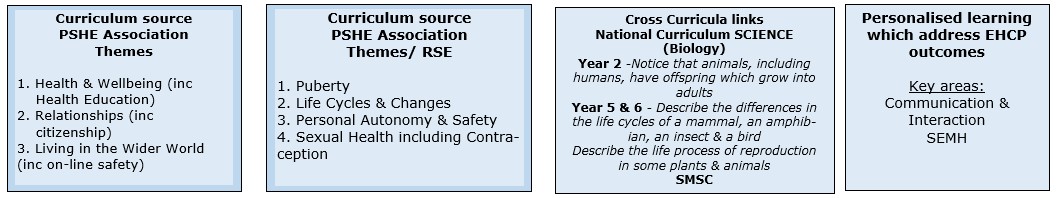
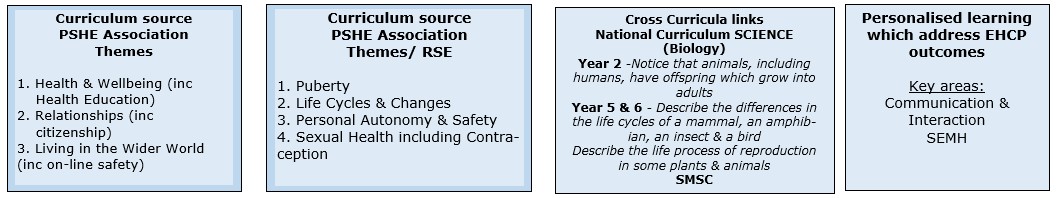
**ORGANISATION:**

All pupils study PSHE/ Relationships Education as part of their academic entitlement and it is considered an essential part of our Curriculum. All staff at Pencalenick School are involved in the teaching of PSHE paying due regard to a pupils chronological age and their developmental stage (this is particularly relevant when teaching RSE and therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style using pupil’s assessment outcomes.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and opportunities for personal development that the teaching of PSHE can offer through our curricula subject delivery.

Our school has designed an ambitious foundation and framework which encourages pupils to continue to/ develop the skills to form meaningful relationships enabling them to become increasingly functioning/ active members of a community who are encouraged to develop autonomy around choice making.

All pupils study this subject area via their school offer and is of vital importance in our curriculum; as outlined, the offer is originally derived from DfE statutory Primary and Secondary Relationships framework (September 2020) and the PSHE SEND framework which outlines the breadth of content which informs our intent. To ensure this framework provides meaning/ relevance we have identified how we will deliver this using the themes outlined by the **SEND PSHE Association framework** and personalised learning outcomes identified within EHCP translated into PLGs.



**PERSONALISED LEARNING:**

How PSHE/ RSE / Citizenship is studied is formally identified by the school through personalised learning pathways underpinned by the SPT offer which determines the curriculum delivered acknowledging that for some pupils there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social and Emotional affection strands).

PSHE education at Pencalenick is identified and interweaved through much of our curriculum offer (cross curricula approach) and personalised learning routes designed for our pupils. We recognise PSHE education should not necessarily be planned in isolation as it is most effective in a ‘health promoting school’ culture where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing (on-line safety), physical education and RE. We take into account existing DfE guidance on Sex and Relationships Education, preventing and tackling any bullying, safeguarding and promoting equality.

The school adopts a TIS approach, where a more personalised approach to self-awareness and learning is linked to and developed for pupils within the school, encompassing aspects of PSHE/ RSE.

It is recognised that some areas of the curriculum will be taught on a 1:1 basis or in smaller groups that are more appropriate for the subject content.

Full consideration of pupils learning needs and the barriers that can impede pupil progress over time are discussed in consultation with parents and carers. Targets are set through the use of PLG’s to address individual needs to ensure personalised learning remains at the heart of our school offer and further supports individuals. In achieving this, we recognise we can identify/fully differentiate targets for each learner to improve their capacity to learn/ achieve/ make progress over time as evidenced through our assessment system and pupil offer within this vital area.

**L2L:**

In order to establish these early concepts (pre-requisites to subject specific learning) requires teachers to examine pupil’s skills of engagement using the main principles outlined within the Engagement Model (DfE 2020) and SPT observational framework. This curriculum policy therefore needs to be read in conjunction with the SPT offer which outlines learning for such pupils who we describe as Learning2Learn (L2L).

**EHCPs/ PLGs:**

To further reduce many of the barriers to learning experienced by our pupils we additionally use outcomes identified within EHCPs (SEMH aspects) to design PLGs in conjunction with parents/ carers, which fully implement any recommendations inherited from members of a multi-agency team who may support our pupils – e.g. – Educational Psychologist. The school will work alongside such agencies recognising the input they will have in bringing in specialist knowledge and different ways of engaging with young people – e.g. - Brook (sexual health and well-being for under 25’s).

<https://legacy.brook.org.uk/find-a-service/regions/cornwall>

In achieving this, we recognise that we can identify/ fully differentiate targets for each learner (within our R2L cohort) to improve their capacity to learn/ achieve/ make progress over time in their interpersonal/ relationships skills aimed at developing their skills, knowledge and attributes, which will help them thrive as individuals, family members and members of society.

The guiding principles which informs our PSHE/ RSE offer are based upon the QoE framework judging the intent, implementation of this curriculum area at Pencalenick school and its impact upon the detailed knowledge/ skills pupils obtain which prepares them well for their next stage of education, employment or training. As outlined, our PSHE/ RSE offer additionally considers all recommendations outlined within the PSHE Association and associated core themes outlined.

**CORE THEMES:**

* Health and well-being (Health Education)
* Relationships
* Living in a wider world

**CURRICULUM INTENT:**

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills and conceptual understanding of PSHE/ Relationships including where appropriate Relationships, Sex Education (RSE) and Citizenship. Our overarching intent will encourage pupils to develop their skills to:

* maintain good physical, mental and emotional health and wellbeing
* understand the roles of others particularly health professionals
* develop ways of keeping physically, emotionally safe
* understand appropriate behaviour/ personal safety issues which relate to online safety
* become confident in their ability to establish positive and respectful relationships
* identify/ manage risks (link to on-line safety policy/ offer)
* prepare for/ manage changes to their body
* develop and maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
* develop the skills to understand important decisions in the relationships they make
* respect equality and diversity in everyday life and within their personal relationships
* respect equality and to be a productive member of a diverse community
* learn about where money comes from, keeping it safe and the importance of managing it effectively  how to make informed choices and be enterprising and ambitious

**HEALTH and WELL-BEING:**

**INTENT** - The area of health and well-being will aim to provide pupils with the information they need to develop the skills and knowledge to enable them to make good decisions about their own health and well-being, including mental/ emotional well-being and ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs and alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal and health care routines and independence within these.

**RELATIONSHIPS:**

**INTENT** - To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful and positive relationships, that such relationships can take many forms and can widen and change over time (including behaviour associated with on-line relationships). Pupils will be encouraged to understand what forms a positive, safe relationship and develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours and attitudes formed can impact upon emotional and mental well-being. This aspect will encourage our pupils to begin to identify and develop their skills which enable them to respect the differences and similarities between them/ others through the promotion of the development of key skills and understanding of the term ‘relationships’.

**LIVING IN A WIDER WORLD (including Citizenship):**

**INTENT** - To provide pupils with the information they need to be able to acquire further knowledge to promote the development and understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility, rules, rights/ wrongs, and how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use.

**CROSS CURRICULAR LINKS:**

We recognise PSHE education should not necessarily be planned in isolation as it is most effective in a ‘health promoting school’ culture where links are made with other relevant subjects to ensure consistency and continuity for pupils. As such, PSHE education at Pencalenick is identified through much of our curriculum offer (cross curricula approach) and personalised learning routes designed for our pupils. These include but are not limited to direct links with science and computing (on-line safety), with additional important links identified within PE and SMSC.

Many of our school policies additionally address the promotion of the development of interpersonal skills and skills of safety – e.g. – behaviour policy, anti-bullying policy alongside our statutory duty to safeguard pupils including when on-line and in promoting equality such policies will always be duly considered by the school.

**SAFEGUARDING:**

All strands of our curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil’s skills, knowledge and understanding in ways they can learn to keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers delivering this curriculum to all cohorts of pupils will identify planned learning sequences which are personalised to encourage the pupils to develop personal safety skills based upon assessment outcomes.

It is the responsibility of any member of staff to immediately raise any safeguarding concerns relating to the delivery of this subject area logging such concerns within CPOMs. Staff will be expected to discuss any concerns with the DSL/ DDSL or, if this is related to subject content with the middle leader for this subject area. Subject content may lead to unexpected responses/ questions from pupils which may indicate a welfare concern.

**IMPLEMENTATION:**

The design and rationale of the curriculum informs the implementation of our offer at each key stage. Our Long-Term planning framework identifies a clear overview of the three core areas which are delivered at each key stage to ensure all learning remains sequenced and well-planned (pupils build upon their previously acquired skills). This structure provides the teaching staff with a clear focus upon the frequency of delivery.

**PSHE Long Term Planning:**

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| --- | --- | --- |
| **Autumn**  **Units of work** | **Spring Units of work** | **Summer**  **Units of work** |
| Relationships | Living in the Wider World | Health and Wellbeing |

**UNITS OF WORK:**

Units of work at each key stage are informed via ‘end points’ (WALT – We Are Learning To). These ‘end points’ guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led and remain part of a well-planned sequence, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching and Learning policy to plan their lessons/ differentiate learning outcomes.

**ASSESSMENT – Relationships and RSE:**

Pencalenick school acknowledges the vital importance of pupil assessment to ensure all pupils build upon what they already know and can do (baseline); assessment will be used to plan personalised learning sequences enabling pupils to continue to work towards the ‘end points’ identified within the units for each strand of the PSHE curriculum. The school will use the assessment principles outlined within the STP policy, assessing pupils progress over time following each teaching session within the personalised planned learning sequence identified (formative assessment).

Pupil’s progress(summative assessment)will be assessed using EFL.

As recognised, many areas of the PSHE/ RSE scheme of work will need to be addressed daily. As a result, some areas will be delivered through the use of PLG’s to further secure an informed approach to this important area of our curriculum; progress over time will be reported to parents/ carers using the SPT criteria for emerging, expected or exceeded progress.

**KEY VOCABULARY:**

Each unit of work within our relationships/ RSE curriculum areas depict the key vocabulary which staff are recommended to use in delivering this scheme of work; through the consistent use of such vocabulary we aim to promote a developing understanding of the key skills/ concepts outlined in pupil’s developing understanding of relationships. The key vocabulary will also promote the social acceptance of vocabulary used particularly in relation to body parts and what pupils will begin to hear as they widen their social experiences/ environments. Pupils may well use different terminology in their current vocabulary, although this will not necessarily be discouraged staff will acknowledge the terminology used and offer the more conventional word – e.g. - willy/ penis.

**RESOURCES:**

Part of the roles/ responsibilities of the subject coordinator (middle leader) will be to support teachers in their effective delivery of the learning outcomes designed for each pupil through the identification of key resources within all curriculum areas – e.g. – teaching/ learning aids/ ICT programmes etc. To support this we have developed theme based resource boxes that are relevant for primary and secondary aged pupils but differentiated so that the resources are appropriate to the age of the pupils and content being studied within the curriculum.

The school recognises that many aspects of this scheme will be addressed via personalised learning outcomes identified from EHCPs (e.g. – PLGs); as such the class teacher will determine the appropriate resources required. When appropriate resources cannot be located by the class teacher they will liaise with the Relationships or appropriate agency – e.g. - school nurse/CAHMs case worker/ parents to discuss.

Additional resources may need to be obtained by the subject leaders responsible for Science, PE and Computing to support the delivery of PSHE, aspects of which have been identified through a cross curricula approach securing subject learning remains inter-connected.

If the school uses any visiting speakers it will adhere to the requirements outlined within the SPT visitors policy to ensure safeguarding remains effective.

**ACCREDITATION:**

The Pencalenick scheme of work identifies potential units of accreditation from KS3 within all three strands; all accreditation delivered will be informed via the SPT accreditation offer outlining the intent, implementation and impact of modules studied; all Accreditation awarded will therefore, add value to learning outcomes pursued.

**RELIGION and BELIEF:**

Our school has a good understanding of pupils’ faith backgrounds via the information received from parents/ social care colleagues; our teaching will therefore consider the religious backgrounds of all pupils when planning teaching, so that the themes /units of work are appropriately handled.

Pencalenick school will ensure it complies with the relevant provisions of the Equality Act 2010, under which religious beliefs are among the protected characteristics. [https://www.gov.uk/guidance/equality-act-2010guidance](https://www.gov.uk/guidance/equality-act-2010-guidance) If any member of staff is unsure of the content of units and the potential impact upon pupil’s religious beliefs, they will discuss this with immediate affect with the HT/ Middle leader of the school before proceeding with any subject delivery, checking the teaching content of the unit accordingly.

**IMPACT:**

Through our Relationships Education, Relationships and Sex Education (RSE) and Health Education offer we anticipate pupils will:

* Make progress from their different starting points, embedding key skills, knowledge and understanding to long term memory
* Build upon prior knowledge and understanding (their current skills/ abilities)
* Enjoy their learning and engage well
* Develop a greater understanding of the importance of good emotional/ mental health and the contribution they can make in maintaining this
* Develop a greater understanding to make informed choices about how to live safe, active, healthy and

fulfilling lifestyles

* Develop/ identify ways to seek help and guidance relating to their personal health, safety and well being
* Develop/ extend their skills, knowledge and understanding of staying safe whilst on line
* Develop a greater understanding of different types of relationships and their contribution to them
* Develop/ understand that some types of relationships involve choice making/ consent
* Begin to/ apply skills learned using and generalising PSHE knowledge and understanding confidently within their day to day lives
* Extend their knowledge and understanding of economic well-being

**REPORTING PUPIL PROGRESS:**

Reporting of pupil progress achieved in this area of the curriculum (including RSE where appropriate), will be undertaken at the end of the academic year via the school’s annual report to parents established by the school. Parents will also have the opportunity to discuss their child’s progress in this area via the EHCP Annual Review when outcomes relate to the implementation of outcomes which have been designed into PLGs.

Parents are provided with the opportunity to contact the school via the RSE letters sent out by the class teacher before teaching any RSE unit commences; through such means there will be the opportunity to discuss potential progress in the area planned to be delivered.

**RSE Rationale (bespoke School Offer):**

We acknowledge that pupils with learning difficulties will experience all the normal biological and psychological changes associated with sexual development, and in this respect experience the same needs and desire as any other member of the population.

The area of Relationships, Sex Education (RSE) will provide some pupils with the information they need in order to allow them to further understand the human life cycle and the process of the beginnings of life cycles (human reproduction). This will include preparing pupils for the physical changes to their bodies and how to manage these (e.g. – personal care/ self-help routines); this will include a focus upon information relating to emotional changes they may well experience. Additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships). We additionally acknowledge Relationships and Sex Education can play a vital part in helping some pupils to take on the roles associated with adulthood; some aspects will prepare them well for this and are included in the National Curriculum area of Science.

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| **Cross Curricula links**  **National Curriculum SCIENCE (Biology)**  **SMSC**  **Social Skills** (**Social development**): aimed atpupil’s social development through the promotion of a sense of belonging. By providing an environment where pupils are empowered to take responsibility for themselves/ others encouraging them to further develop their initiative and independence through their communication. Our ultimate aim is to enable our pupils to care and act responsibly towards each other and respect others views and if necessary being able to resolve difficulties and differences.    **Our aims of Social development will encourage the pupils to further develop their skills and abilities to:**     * Understand the importance of core values and qualities which are valued in our society * Value diversity and equality respecting social differences and similarities * Understand citizenship and to experience being part of a caring community and consider the importance of rights and responsibilities | |
|  | Relate to others, show sensitivity to the needs and feelings of others |
|  | Work successfully as a member of a team or group interacting purposefully with others |
|  | Share views and opinions with others; resolve difficulties and differences |
|  | Reflect upon their contribution to a team, group, community |
|  | Show respect for people, living things, property and the environment |
|  | Realise there are things each person can do well |

Our school does however, recognise that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend the areas being addressed; this area of RSE is therefore delivered when the school has identified through robust assessment outcomes that pupils will access the scheme of work written when developmentally/ emotionally ready. Our school has therefore determined:

***The formal teaching of Relationship Sex Education\* will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures as working***

**ORGANISATION – DfE requirements:**

[https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rseand-health-education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

The DfE statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education outlines:

*Requirement of Relationships and sex education RSE) states that all secondary schools must provide RSE as part of the basic curriculum and must meet the requirements of National Curriculum Science.*

*Governing bodies and head teachers of maintained primary schools must decide whether RSE, beyond that set out in National Curriculum Science should be included in the school’s curriculum, and if so, what it should consist of and how it should be organised.*

*RSE is compulsory from age 11 onwards; it involves teaching children about reproduction, sexuality and sexual health. Some parts of RSE are compulsory; these are part of the National curriculum for Science. Parents can withdraw their children from all other parts of RSE if they want. In delivering RSE schools are currently required to have the Sex and Relationship Guidance, published in 2020.*

***Parental Consultation on the guidance***

We believe that it is important that parents and carers are fully informed regarding the latest Sex and Relationships guidance and our wider PSHE curriculum. We have held a parent consultation process to share this information and for them to have time to understand, answer questions and feedback their views about the curriculum and its content and what this means for their child. It is important that we involve all parents in this process and ensure that we listen carefully to their views. The process and results of this consultation can be found in *Appendix 5*

***Parents’ rights to withdraw a child from RSE:***

**Pages 17 and 18 DfE 2020 - Relationships Education, Relationships and Sex Education (RSE) and Health Education outlines:**

*Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.*

*Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).*

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

*This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school’s policy on RSE.*

*Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools,* ***other than as part of the science curriculum.*** *If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.*

**LETTERS TO PARENTS – APPENDIX 1 - 3:**

Pencalenick School has designed letters which all teachers who plan to deliver RSE will send to parents before teaching units of work commences. The letters outline the unit of work which enables parents the opportunity to contact the school before the teaching module commences to find out further information if/ as needed:

*Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).*

**INTENT OF RSE CURRICULUM:**

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills and conceptual understanding of RSE. Our overarching intent will encourage pupils to develop their skills to:

* maintain good physical, mental and emotional health and wellbeing
* understand the roles of others particularly health professionals
* develop ways of keeping physically, emotionally safe
* understand appropriate behaviour/ personal safety issues which relate to online safety
* become confident in their ability to establish positive and respectful relationships
* identify/ manage risks (link to on-line safety policy/ offer)
* prepare for/ manage changes to their body
* develop and maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
* develop the skills to understand important decisions in the relationships they make
* respect equality and diversity in everyday life and within their personal relationships
* respect equality and to be a productive member of a diverse community
* learn about where money comes from, keeping it safe and the importance of managing it effectively  how to make informed choices and be enterprising and ambitious

**CORE THEMES:**

**Curriculum areas**

**Curriculum Association Themes/ RSE**

**These have been incorporated into our PSHE offer and delivered through the curriculum at the appropriate stages.**

Puberty

Life cycles and Changes

Personal Autonomy and Safety

Sexual Health including Contraception

**PUBERTY:**

**INTENT:** To provide pupils with the information they will need to prepare them for the physical changes to their own bodies during puberty (male/ female), drawing on knowledge of the human life cycle set out in the NC for science – how a baby is conceived and born. This aspect will also include guidance on menstruation (what to do and who you can ask for help). Through their course of study, we aim to provide students with information relating to the emotional changes they will experience, examining the reasons why these changes happen and impact on themselves/ others (mood swings, periods, wet dreams and the reproductive system).

**LIFE CYCLES and CHANGES:**

**INTENT:** To develop students understanding of the human lifecycle including the function/ facts associated with conception (pregnancy) and ways to obtain further information to help them stay safe/ form healthy and respectful relationships. Through our work we will provide students with the information they need to understand the process of the beginning of life cycles (human reproduction) related to conception, pregnancy and birth; when students are at the identified developmental level (assessment outcomes), they will be encouraged to further develop the knowledge and understanding of ways to help maintain their personal safety with the ability to identify potential risks in the relationships they may form.

**PERSONAL AUTONOMY and SAFETY:**

**INTENT:** To develop our students understanding of the changes in the way they may feel as they go through puberty, and some of the ways they can begin to deal withtheir feelings enabling them to develop the skills to express such feelings with increasing knowledge/ confidence and remain safe. To provide our students with the information they need to be able to develop healthy adult relationships safely enabling them to recognise key characteristics and positive aspects of healthy relationships and how relationships will differ. To provide students with the information needed to be able to develop/ sustain healthy adult relationships and express their sexuality and personality safely, seeking help and guidance if/ as necessary.

**SEXUAL HEALTH INCLUDING CONTRACEPTION:**

**INTENT:** To continue to provide pupils with the information they will need to recognise/ know when they are unwell and where/ how to seek help/ guidance which will promote their personal autonomy and independence in maintaining their health and physical/ emotional well-being. To encourage pupils to reflect on/ understand a wide range of emotions. To provide students with an overview of the role of people who can help them including the emergency services to assist their developing personal autonomy and independence. We will encourage students to build upon their developing skills, knowledge and understanding extending such understanding to include the importance of maintaining good personal health (leading to a greater functionality/ application of skills). There will be a particular focus upon personal responsibility in relationships and ways students can help themselves stay safe; to recognise the function of contraception and their responsibilities within this. To continue to promote the understanding of the role of health professional who can help contribute to their personal safety and autonomy in health-related decisions made.

**SAFEGUARDING:**

All strands of our RSE curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil’s skills, knowledge and understanding in ways they can keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers will identify personalised planned learning sequences which encourage the pupils to develop personal safety skills regardless of cohort.

**IMPLEMENTATION:**

To ensure pupils develop their fundamental skills, knowledge and understanding of RSE our scheme has published a long-term planning overview which addresses the following units of work:

**UNITS OF WORK:**

Units of work at each key stage are informed via ‘end points’ (WALT – We Are Learning To). These ‘end points’ guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led and remain part of a well-planned sequence, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching and Learning policy to plan their lessons/ differentiate learning outcomes. Parental permission will be obtained before any formal Relationships; Sex Education classes commence; parents will be offered the opportunity to view all Medium-Term plans associated with this subject before any teaching commences.

Our highly structured Relationships Sex Education scheme of work will provide a context and vocabulary for exploring relationships and decision making with opportunities to re-visit the main themes which underpin our curriculum, throughout their school career. We strongly believe this will become the platform which encourages our pupils to begin to communicate any worries and concerns and begin to consider their personal safety and well-being. It will additionally offer opportunities to enable the pupils to find appropriate ways to form relationships through childhood and into adult life, practicing and rehearsing their skills, thinking through consequences and possible alternatives and to practice interpersonal skills in a safe environment in an informed way.

The school offer identified, must also consider individual needs and behaviour which may be displayed; e.g. – when issues are identified relating to public/ private. At such times the class teacher will address teaching content relevant to the situation (e.g. – appropriate/ less appropriate touch/ personal space/ wanting to treat someone as their girl/ boyfriend) in situ. Our RSE units of work identifies outcomes in addressing more specific work described in relation to sex education – e.g. – safe relationships/ pregnancy/ contraception/ seeking help.

**PERSONAL SAFETY:**

As previously outlined our units identify the skills pupils will need to develop in relation to their personal safety and well-being; these are highlighted in red. This enables the teachers to consider pupils’ skills, knowledge and understanding in relation to looking after themselves and keeping safe which allows all teaching to consider the developmental stage of our learners – e.g. - *I can demonstrate understanding of what is safe to eat and drink / I can demonstrate understanding of the roles of different people that help us.*

**DELIVERY OF SUBJECT:**

Discreet RSE sessions will be taught in small groups or delivered individually; in all cases parents will be informed of the content of RSE teaching sessions before they begin. Teachers will use the standardised letter templates found at the back of this policy (APPENDIX 1 - 3).

**HEALTH and SAFETY:**

All staff will ensure the health and safety of all pupils and staff at all times undertaking any risk assessments/ additional control measures to ensure the safe delivery of PSHE across the school.

**RESPONSIBILITIES FOR THE IMPLMENTATION OF THIS POLICY - GUIDELINES:**

**RESPONSIBILITY OF THE LOCAL GOVERNING BODY:**

The responsibility of the Relationships/ RSE delivery in Pencalenick school ultimately lays with the Trustees. The Trustees have cascaded this responsibility to the LGB who will measure the success of the school curriculum via reports received by the HT/ Curriculum lead/ Subject coordinator (Middle Leader) which includes the self-evaluation; reports will additionally include the evaluation of the implementation /sequenced delivery of the curriculum (teaching of the curriculum) and the impact upon pupil’s learning via the progress they make over time including progress within their PLGs.

* To monitor the delivery of PSHE/ RSE through reports received from the Head Teacher and subject coordinator ensuring the subject is well led, effectively managed and well-planned
* To ensure the school is providing clear information to parents on the subject content of formal RSE education and the information on their right to request that their child is withdrawn from it
* To approve the PSHE/ RSE policy and any subsequent updates to it
* That the subject area is well-resourced and timetabled in a way that the school can fulfil its legal obligation

There are different responsibilities for staff members in the delivery of PSHE.

**RESPONSIBILITY OF THE SENIOR LEADERSHIP TEAM:**

* Ensure adequate resources
* Ensure access to training for the PSHE Subject Leader
* Ensure access to training for teachers and support staff
* Have an overview of the subject area
* Ensure the curriculum meets the needs of the school population
* Report accurately on the impact of the curriculum offer to the LGB/ within the school’s self-evaluation framework

**RESPONIBILITY OF TEACHERS:**

* Ensure to follow the LT planning framework for this subject area; address the WALTs identified for each unit of work identified through the whole school scheme relevant to the age/ stage of their class/ pupil needs
* Use assessment outcomes effectively to identify/ differentiate personalised learning sequences for all pupils when delivering the planned units of work, enabling to continue their learning sequence towards identified ‘end points’
* Ensure planned learning sequences build upon the key skills, knowledge and understanding pupils have already acquired
* Seek the assistance of the subject coordinator to improve the delivery of PSHE/ Relationships/ clarification of subject content which will be delivered if/ as required
* Design/track PLGs which support the SEMH outcomes identified within pupils EHC Plans
* Use the key vocabulary identified for each unit of work
* Differentiate work and materials in accordance to personal learning plans/ assessment outcomes
* Provide appropriate information to the Subject Leader
* To carry out any appropriate risk assessment associated with PSHE/ RSE to ensure pupils remain safe at all times

**ROLES and RESPONSIBILITIES OF THE SUBJECT CO-ORDINATOR (MIDDLE LEADER):**

The roles and responsibilities of the middle leader are determined by the SPT (APPENDIX 4).

**MONITORING and REVIEW:**

It will be the responsibility of all the teachers in the school to ensure the area of PHSCE/ RSE is monitored and reviewed to make sure the delivery of this subject area supports pupils/ students personalised learning needs providing each with differentiated learning sequences towards identified ‘end points’.

The Head Teacher will monitor this policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines alongside the subject coordinator.

**Responsibility cascaded to DT school LGB by Trustees** Local Governing Body and Head Teacher

**Policy approved by the Local Governing Body**

**Policy to be reviewed** Every 2 years

**APPENDIX 1 – LETTER TO PARENTS:**

Date:

Dear Parent/Carer,

As part of the school’s Personal, Social and Health Education programme your child will soon receive lessons on Relationships and Sex Education (RSE) which will include study on XXXXXXXXX (add content). This aims to help pupils to form/understand relationships in a responsible and healthy manner. We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge and understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

1. Provide accurate and relevant information about the physical and emotional changes that young people will experience through their formative years and into adulthood
2. Establish an awareness of the importance of stable family life and relationships
3. Foster self-awareness and self-esteem
4. Develop a sense of responsibility and respect for themselves and others
5. Reinforce the work of the science curriculum

The purpose of our Relationship and Sex Education lessons is to provide further knowledge and understanding of:

## (Detail key skills to be pursued)

All of the teaching materials we plan to use are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.

The areas that will be covered will include:

**(Detail scheme content and learning outcomes – WALT/ differentiated learning outcomes – part of a planned sequence of learning)**

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

**APPENDIX 2 – LETTER TO PARENTS - KEY STAGES 3 and 4**

Date:

Dear Parent/ Carer,

As part of the school’s Personal, Social, Health and Citizenship Education programme your child will soon receive structured lessons on Relationships and Sex Education (RSE) which will include study on XXXXXXXXX (add content). We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge and understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

1. Provide accurate and relevant information about the physical and emotional changes that young people will experience through their formative years and into adulthood
2. Establish an awareness of the importance of stable family life and relationships
3. Foster self-awareness and self-esteem
4. Develop a sense of responsibility and respect for themselves and others 15 Reinforce the work of the science curriculum

The purpose of our Relationship and Sex Education lessons is to provide further knowledge and understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary (please indicate area being studied):

* + **Life Cycles and Changes**
  + **Puberty**
  + **Personal Autonomy and Safety**
  + **Sexual Health including Contraception (The Role of the Health Professional)**

All of the teaching materials we plan to use are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.

The areas that will be covered will include:

* + To be able to sequence the human lifecycle
  + To know the names of the external sexual organs
  + To know how their body will change
  + To know how a baby is conceived
  + How to manage changes/ emotions and express feelings/ emotions
  + Seeks help from others if/ when personal safety is compromised
  + Demonstrate ways to display empathy towards others
  + Grow aware of appropriate and inappropriate expression of emotion and audience
  + Understand changes in regard to feelings as puberty starts
  + Express their feelings in an appropriate manner
  + Manage the changes to their body as puberty starts/ occur
  + Understand that masturbation is a private act
  + Identify the appropriateness of time and place
  + Identify the public and private areas of the home and of school
  + Develop/ further develop personal safety beginning to identify ways to keep safe/ seek help from others
  + Identify the changes that happen to the body as humans’ grow
  + Recognise the changes that will/ are happening to their bodies
  + Understand that females menstruate (female students)
  + Discuss experiences of periods and use vocabulary related to having periods (female students)
  + Understand why we have periods
  + Know that boys have wet dreams and that it is a natural occurrence (male students)
  + Know what to do if a wet dream occurs (male students)
  + Provide them with a means to communicate any questions, ensuring that they know who to ask and what language to use
  + Know how to manage the changes in their bodies using and applying the self-help and personal hygiene skills needed
  + Know how to maintain a healthy lifestyle and what to do when they are ill
  + Know the names of different health professionals and their roles and how they can help them
  + Know what an emergency is and who to contact in an emergency

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

**APPENDIX**

**4**

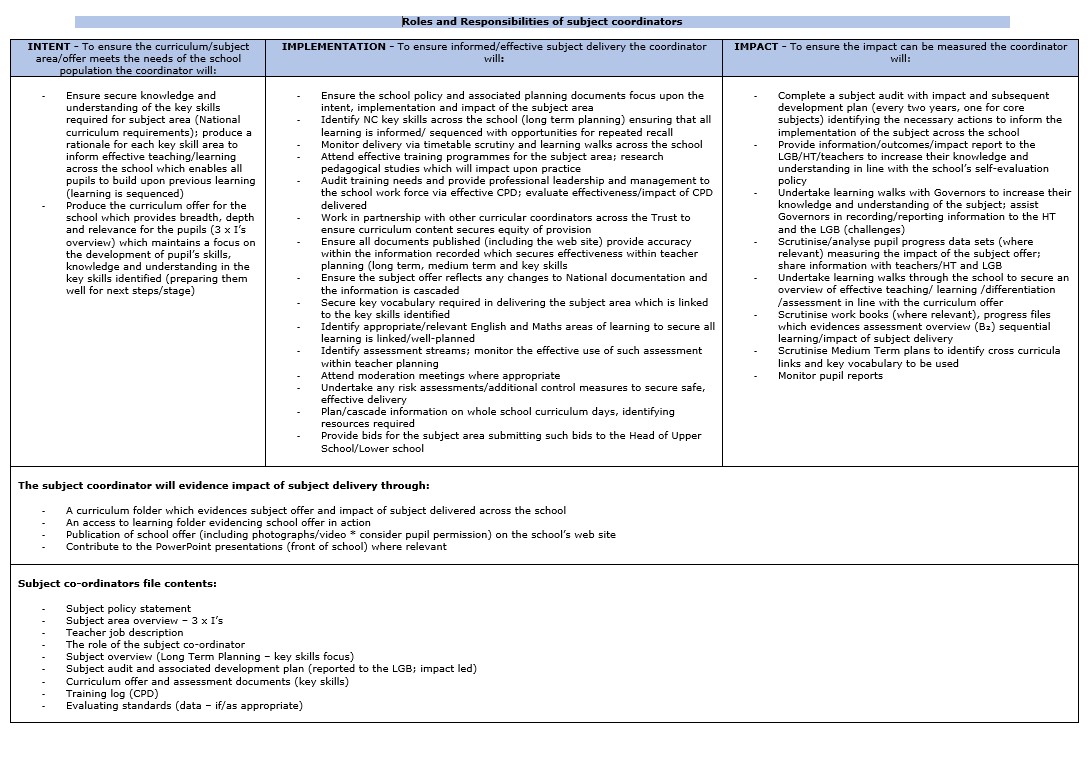
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**ROLES and RESPONSIBILITES OF THE SUBJECT COORDINATOR (MIDDLE LEADER)**

**–**

**SPT TEACHING and LEARNING POLICY**

**:**



**APPENDIX 5**

**RSE Objectives**

These objectives are detailed in the Department for Education statutory guidance on RSE, which can be found here Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk). In accordance with this document, RSE will fall under five themes:

1. Family

2. Respectful Relationships

3. Online and Media

4. Safety

5. Intimate and Sexual Relationship

Within each theme, students will learn:

Families

* 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if

needed

Respectful relationships, including friendships

The characteristics of positive and healthy friendships, in all contexts including online, such as:

* 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 (for example, 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

Online and media

* 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, for example 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
* 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
* Intimate and sexual relationships, including sexual health
* 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, for example physical, emotional, mental, sexual and reproductive health and wellbeing
* the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
* 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 and AIDs, are transmitted,
* how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing\*
* about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment\*
* 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

* marriage
* consent, including the age of consent
* violence against women and girls
* online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
* pornography
* abortion
* sexuality
* gender identity
* substance misuse
* violence and exploitation by gangs
* extremism and radicalisation
* criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
* hate crime
* female genital mutilation (FGM)

Objectives set out in the Department for Education Statutory guidance on Relationships and Sex

Education (2021) Relationships and Sex Education (RSE) (Secondary) - GOV.UK (www.gov.uk)