



St Augustine of Canterbury Catholic High School

Relationships, Health & Sex Education (RHSE) Policy

Review Date: September 2022

Next Review Date: June 2023

Reviewer: Andrew Doyle
Assistant Headteacher

Statement of intent

At St Augustine of Canterbury Catholic High School, we have due regard for the DfE 2019 Statutory Guidance about Relationships, Health and Sex Education. There is no aspect of this guidance, that we have not signed up to. Our policy will thus follow this statutory guidance, which all schools should have implemented in full from 1st September 2021.

At St Augustine of Canterbury Catholic High School, we understand the importance of educating pupils about relationships, health and sex, in order for pupils to make responsible and well-informed choices and decisions in their lives. For example, in respecting boundaries and understanding what is meant by consent.

All Students at St Augustine of Canterbury Catholic High School will be taught, through the planned curriculum, about the 9 protected characteristics, as set out in the Equality Act 2010 and are aware that no discriminatory behaviour of any kind is acceptable.

The teaching of RHSE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects, especially in relation to same sex relationships. This policy outlines how the school's RHSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

This policy will be consulted on with parents and carers for 30 calendar days during December 2022 and January 2023. All parents will be able to leave comments through a dedicated email address rhsepolicy@staugs.org.uk

Aims and objectives

The RHSE programme is for pupils to:

- Develop their knowledge and understanding of relationships, health and sex related issues.
- Develop a range of appropriate personal skills to enable to make informed choices about relationships, health and sex related issues.
- Understand the importance of the 9 protected characteristics.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

School Context

St Augustine of Canterbury Catholic High School is a small school in St Helens in the Archdiocese of Liverpool. The proportion of disadvantaged pupils who attend out school is above the national average. Most pupils in the school are of White British heritage.

As a school we aim to develop resilient, confident and motivated young people that are prepared for life in 21st Century Britain. We follow the St Augustine's core values of FAITH:

Friendship and Forgiveness

Ambition and Adaptability

Integrity and Independence

Trust and Tolerance

Honesty and Humility

Current Context

The recent coronavirus (COVID-19) pandemic is still having an impact, not only on student's health, but also on how they learn, work and live. Among the most important challenges created by COVID-19 was how to adapt a system of education built around physical schools. School closures had a very real impact on all students, but especially on the most vulnerable ones who are more likely to face additional barriers.

These included children and youths from low-income and single-parent families; those from immigrant, refugee, ethnic minority and Indigenous backgrounds; those with diverse gender identities and sexual orientations and those with special education needs and/or disabilities. All of these groups of children can suffer by being deprived of physical learning opportunities, the social and emotional support available in schools and access to extra services such as school meals. They risk falling further behind and becoming isolated with school doors closed. These students are likely to lose the most in terms of educational outcomes and the support provided by schools if we do not take insufficient measures to promote educational equity and inclusion.

At St Augustine of Canterbury Catholic High School, we are no exception. As such we have made it our business to ensure the mental health and wellbeing of all young peoples is paramount. It is our mission to ensure the environment, we have in school is one where all students are valued.

The coronavirus pandemic impacted upon young people. Many have been isolated. This increased opportunities to be online with others, and not just their peers. The influences, positive and negative of online activity, are addressed through our RHSE programme. We want young people to develop healthy and appropriate relationships whilst online. We will always emphasise the importance of relationships with family, friends, professional and peers. These relationships may not always be healthy.

1. The way we speak with one another: use of derogatory and discriminatory language

We are committed to equality and inclusion for all members of our school community. We will not tolerate derogatory or discriminatory language or behaviour in school. We will not tolerate pupils using racist, homophobic, sexist or otherwise hurtful language.

We know that young people may speak with their peers using language that is derogatory. This often happens in social settings and whilst online. Many may think this is nothing more than ‘banter’, ‘what young people do’, ‘part of growing up’ or ‘having a laugh’.

- Relationships formed on the internet can make youngsters vulnerable. There is potential for grooming, trolling, radicalisation and other online bullying behaviours.
- Youngsters, who know one another through face-to-face contact, can be damaging in their online behaviour with their peers.
- We recognise that this area of RHSE can dominate youngsters’ lives. That is, how youngsters speak to one another, especially when no adult is present. This includes face to face interaction, as well as digital and social media use. A significant number of youngsters can be hurt by such comments. Yet, they remain silent.
- In turn, this can lead to increased mental health issues.

Through our assembly and tutorial programme, we have made it crystal clear that the use of such language is completely unacceptable, whether online or not. We have linked our approach about ensuring pupils speak well towards one another to our behaviour management policy and also this RHSE policy. This is also linked to our 12-month action plan for RHSE at St Augustine’s.

We will, over the next 12 months, provide high quality training to our staff about how young people should speak to one another, especially when online. This is a safeguarding matter because poor use of the internet can affect the mental well-being of a young person. We will use guidance set out in paragraph 121 of KCSIE 2021 to ensure adults access training modules via this hyperlink from KCSIE 2021 para 121: Teaching about relationships sex and health. This hyperlink offers teacher training modules on the RSHE topics and non-statutory implementation guidance.

Sexual Harassment and Online Sexual Abuse

At St Augustine’s, we will create a culture where sexual harassment and online sexual abuse are not tolerated, and where we will identify issues and intervene early to better protect children and young people.

In order to do this, we work on the basis that sexual harassment and online sexual abuse are happening in our school setting, even when there are no specific reports, and we will put in place a whole-school approach to address them.

We have in place a carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance that specifically includes sexual harassment and sexual violence including online.

Our provision includes

- time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes’

- We offer high-quality training for teachers delivering RSHE
- Our record-keeping and analysis of sexual harassment and sexual violence is routine, including online, so that we can identify patterns and intervene early to prevent abuse
- We have a clear behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- We work closely with Local Safeguarding Partners (LSPs) so that we are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- We provide support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs

We have in our calendar training to ensure that all staff (and governors, where relevant) are able to:

Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse and,

Identify early signs of peer-on-peer sexual abuse consistently uphold standards in their responses to sexual harassment and online sexual abuse

1.1 The Protected Characteristics

We must follow the relevant requirements of the Equality Act 2010. Under the Equality Act, we make it our business to educate youngsters not to discriminate against the 9 protected characteristics. These are listed below. At all times, we will bear in mind the needs of vulnerable pupils, especially those covered under the SEND Code of Practice, in order to alleviate disadvantage. We will also take positive action to address any evidence of disadvantage.

- age
- disability
- gender reassignment
- marriage and civil partnership
- race
- religion or belief
- sex
- sexual orientation
- pregnancy and maternity

We will use our assembly programme, as the main vehicle for promoting protected characteristics. In the 2022/2023 teaching year, we will continue to highlight famous people who have championed equality

because of the discrimination experienced with a protected characteristic. For example, with regard to sexual orientation we may plan to run assemblies linked to the work of Alan Turing. Regarding disability, we may focus on the work of Stephen Hawking and in respect of race; we might draw upon the bravery shown by people like Rosa Parks.

1.2 Freedom of expression - Human Rights Act 1998

Freedom of expression is a fundamental right under British law, as well as under European Union law and international human rights law and exists as one of the 'essential foundations of a democratic society'. However, pupils do not have the right to express opinions that are intended to cause offence or use language that would be classed as hate speech.

Hate speech is generally understood to describe forms of expression which incite violence, hatred or discrimination against other persons and groups with reference to their ethnicity, religious beliefs, gender, sexual orientation, language, national origin, and disability or immigration status. Any language that would be considered hate speech is prohibited by law. Therefore the freedom of expression does not protect expression which seeks to incite violence, hatred or discrimination against others.

Any pupils found to be using language deemed offensive or hurtful will face serious sanctions including fixed term exclusions and possible permanent exclusion.

2. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Catholic Education Service model secondary RSE curriculum (2019)

Definition of RHSE

The DfE guidance defines RHSE as 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. It is about the development of the child's knowledge and understanding of her and him as a sexual being, about that it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: 'attitudes and values, personal and social skills, and knowledge and understanding'.

In making these definitions, we also know some of our young people may not have always experienced positive, healthy, stable and loving relationships. However, most of youngsters benefit from a stable home environment. Our definition of RHSE, aims to ensure that RHSE is about the ability to nurture positive relationships, peer and non-peer, including friendships through our taught curriculum. RHSE is about the emotional, social and cultural development of youngsters and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information and exploring issues and values. RHSE is not about the promotion of sexual activity.

Our definition of RHSE is realistic – it is about encouraging young people to stay safe and to understand boundaries and especially what constitutes acceptable behaviour in relationships.

3. Organisation of the programme

3.1 The RHSE programme will be developed in conjunction with the views of teachers, pupils and parents/carers in accordance with DfE recommendations.

3.2 The majority of the programme will be delivered through the Personal, Social, Health and Economic (PSHE) lessons, with statutory aspects taught via the science curriculum.

3.3 The RHSE programme is flexible at secondary level, such that teachers can decide what they would like pupils to know by the end of each year within the key stages.

3.4 The curriculum has been developed in line with the DfE's RHSE guidance.

3.5 The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

3.6 The school will consider the religious faith or world view of all pupils when planning teaching, to ensure all topics included are appropriately handled.

3.7 The RHSE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

3.8 LBQT+ (Lesbian, Bi-sexual, Questioning and Transexual)

In line with all schools, we will teach our youngsters about LBQT+. We will offer content that equips youngsters with knowledge and understanding about LGBTQ+ issues.

In doing so, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We promote our work with LGBTQ+ within the 9 protected characteristics of the 2010 Equality Act because sexual orientation and gender assignment are amongst these attributes.

3.9 We do not teach about LGBTQ+ issues to pupils below the age of 11.

3.10 We will map out our approach to covering LGBTQ+ issues for the next teaching year, 2022/2023.

4. RHSE subject overview

4.1 Through our taught curriculum, RHSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

4.2. By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

4.3. Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed from the safeguarding team, including reporting concerns about others.
- Respectful relationships, including friendships

4.4. By the end of secondary school, pupils will know:

- The teachings of the church in RHSE that we are all made in the image and likeness of God, ensuring we are accepting of other sexual orientations in school.
- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.

- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

4.5 By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

4.6 By the end of secondary school, pupils will know:

- 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 – this includes online.

Intimate and sexual relationships, including sexual health

4.7 By the end of secondary school, pupils will know:

- 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.
- To understand boundaries and to respect the meaning of consent between two people.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women. The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising in others.

- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Physical health and Mental wellbeing

4.8 By the end of secondary school, pupils will know:

Mental Wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

Healthy Eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer).

Health and prevention

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficiently good quality sleep, for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

- Basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

The Changing adolescent body

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

5. Delivery of the programme

- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply the teaching of the Catholic Church and the provisions of this policy. Guidance will be sought from the dioceses for external experts.

6. Curriculum Links

6.1 The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

6.2 RSE and health education will be linked to the following subjects:

- RE - Pupils are taught about law and the importance of justice at all levels within society. Pupils are also taught about relationships and family life including church teachings on the role of sex and contraception.
- PHSE – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Pupils learn about respect and difference, values and characteristics of individuals.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

7. Working with parents and carers

7.1 The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.

7.2 The school will ensure that no teachers express their personal views or beliefs when delivering the programme.

7.3 The school respects the legal right of parents/carers to withdraw their child from all or part of the sex education in the taught RHSE programme, except for those statutory parts included in the science national curriculum.

7.4 The school will inform parents in writing, and in this policy, of the right to withdraw their child from sex education lessons delivered as part of statutory RHSE.

7.5 The school will work closely with parents when planning and delivering the content of the school's sex education programme, which is part of the wider RSE and health education curriculum.

8. Working with external agencies

8.1 Working with external agencies can enhance our delivery of RHSE and health education, and brings in specialist knowledge and different ways of engaging pupils.

8.2 External experts may be invited to assist from time-to-time with the delivery of the RHSE curriculum but will be expected to comply with the teaching of the catholic church and the provisions of this policy. Guidance will be sought from the dioceses for external experts.

8.3 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

8.4 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

9. Confidentiality and Safeguarding

9.1 Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

9.2 Teachers must, however, alert the Headteacher and Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy.

10 Bullying incidents

10.1 The school has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

10.2 Any occurrence of these incidents should be reported to a member of school staff who will liaise with the appointed Subject Leader to implement appropriate sanctions.

11 Monitoring and review

11.1 This policy will be reviewed by the Headteacher in conjunction with Assistant Headteacher for Personal Development and the RHSE co-ordinator at least on an annual basis.

11.2 Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher.

11.3 Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

12 Assessment

12.1 The school has the same high expectations of the quality of pupils' work in RHSE as for other curriculum areas. As such we will review the quality of delivery, engagement and behaviour using the schools Quality Assurance programme.

12.2 There are no formal examinations for RHSE; however, to assess pupil outcomes, the school will capture progress through various formats such as group discussions, question and answering, self-evaluations and written assignments.

12.3 The content of the RHSE programme contributes to the spiritual and moral development of students.

Appendix 1 – Letter to parents/carers Dear Parent/Carer,

2022-23 Academic Year: Relationships, Health and Sex Education (RHSE) Curriculum Delivery.

As a Catholic school we believe that promoting the health and well-being of our pupils is an important part of their overall education. We achieve this, mainly, through our PSHE curriculum. Pupils explore many topics including all kinds of relationships, physical / emotional health and their responsibilities when living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationships, Health and Sex Education (RHSE) is an important part of the PSHE course. RHSE lessons and related focus themed presentations will include topics such as (puberty; healthy relationships and communication skills; consent; pregnancy; contraceptives; prevention of HIV/AIDS and other sexually transmitted diseases; prevention of sexual abuse; female genital mutilation; child sexual exploitation; LGBT+ awareness; body image; sexting and social media.) During these RHSE lessons, pupils will be able to ask questions, which will be answered factually and, in an age, appropriate manner. Each pupil's privacy will be respected, and all will be treated with dignity.

It is important that we make parents and carers aware that you may withdraw your child from sex education lessons. You do not have to give a reason. However, we may wish to talk with you about your decision, which we will respect and uphold.

We are conscious that young people may talk with one another about RHSE issues outside of the classroom. We are also aware that an RHSE curriculum needs to prepare young people for making relationships, to understand boundaries and to respect the meaning of consent between two people.

We would rather young people did not hear about such content second-hand and without a teacher present, we hope all children will have the opportunity to take part in our carefully planned sex education lessons.

Many parents/carers and family related organisations support good quality RHSE in school. Parents/Carers are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching. Should you wish to withdraw your child from RHSE lessons and related focus themed presentations please complete the reply slip below and return it to school addressed to the Headteacher.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. The details of the PSHCCE Scheme of Work and Focus Themes can be found on the school website. If you have any further queries, please do not hesitate in contacting me at school.

Yours sincerely

Andrew Doyle - Assistant Headteacher

Please address your letter-For the attention of the Headteacher

I do not wish my child to take part in Relationships and Sex Education (RHSE) lessons outside of the National Curriculum

Signed (by Parent/Carer): _____ Date: _____

Student Name: _____ Tutor Group: _____

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2019, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage Pupils must be taught:

Key stage 3

- That fertilisation in humans is the fusion between the egg and sperm.
- About the physical and emotional changes that take place during adolescence.
- How the foetus grows and develops.
- How the growth and reproduction of bacteria and viruses can affect health.

Key stage 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- The medical uses of some hormones, including the control of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.