



# The Polesworth School

Ensuring Excellence

## Relationships and Sex Education

### Parental Guide

# What is RSE?



Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education, PSHE.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and nonexploitative relationships and staying safe both on and offline.

# Our Aims

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, where the health and wellbeing of students and of the whole school community are actively promoted.

Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our RSE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.



# Why is RSE so important?



We are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver RSE.

High quality RSE help create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life.

RSE improves students ability to achieve in school and, under the Education Act, (1996) to prepare them for the challenges, opportunities and responsibilities of adult life.

A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.



Department  
for Education

By the end of secondary school, pupils' will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

***You can find further details by searching 'relationships, sex and health education' on GOV.UK***

**Our school will cover content on:**

- what healthy and unhealthy relationships look like.
- what makes a good friend, colleague and successful marriage or committed relationship.

**At the appropriate time,** the focus will move to understanding intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

**We will build on the teaching at primary school.** The curriculum aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

# Role of Parents

The role of parents in the development of their children's understanding about relationships is vital.

Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.



# Collaboration



## We will:

- Work closely with parents/carers when planning and delivering RSE.
- Ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents/carers have the right to request that their child be withdrawn from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Give parents/carers every opportunity to understand the purpose and content of RSE.
- Communicate and give opportunities for parents/carers to understand and ask questions about the school's approach to RSE to help increase confidence in the curriculum.
- Encourage parents/carers to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSE.

# Supporting all students



## **Responding to students' diverse learning needs**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of students
- homophobic/transphobic/biphobic bullying and behaviour
- students' age and physical and emotional maturity
- students who are EAL or recently moved to England

## **Ethnicity, religion and cultural diversity:**

RSE will value different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.



# Lesbian, Gay, Bisexual, Transgender and Plus (LGBTQ+)



We have a clear duty under the **Equality Act 2010** to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or + (LGBTQ+).

- Inclusive RSE will foster good relations between students, tackle all types of prejudice, including homophobia, transphobia and biphobia and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.
- We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support.
- Students, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBTQ+ people in stories, scenarios and role-plays. We will ensure all students can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

# Parents right to withdraw



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

Before granting any such request, the Headteacher/senior leader will discuss the request with parents/carers and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The Headteacher/senior leader will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student 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/carers propose to deliver sex education to their child at home instead).

## **RSE does not:**

- Encourage young people to become sexually active at a young age.
- Promote a particular sexual orientation or gender identity.
- Sexualise young people.



## RSE does:

Promote happy healthy relationships.

Teach the importance of stable and committed relationships.





# Frequently Asked Questions

# Does RSE represent my religious perspective and views?



- The RSE curriculum has been designed with consideration from different religious and non-religious perspectives to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all.
- The RSE curriculum teaches how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might encourage prejudice).
- In addition, students are taught that within our school and in wider society, they can expect to be treated with respect and that, in turn, they should show due respect to others.

# Does RSE promote sex before marriage?



- RSE **does not** 'promote' sex before marriage, it educates students about safe and healthy relationships.
- RSE ensures students learn about consent and the legal age of consent and develop an understanding of the laws around marriage.
- The RSE curriculum highlights why marriage is an important relationship choice for many couples and that young people have a choice to delay sex or to enjoy intimacy without sex.
- Students are taught that all aspects of their health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

# Does RSE promote the use of contraception?



- RSE **does not** 'promote' the use of contraception; it educates students to make safe and informed choices.
- The statutory guidance for RSE requires teaching about the full range of contraceptive choices and facts about pregnancy. We also have to ensure that we teach about contraception's role within relationships, and where students can access free contraception.
- The RSE curriculum aims to equip students with the language and tools to be clear about personal boundaries, as well as understand appropriate and inappropriate behaviour, be able to resist pressure assertively, make safe choices, and know who to talk to and how to ask for help when necessary.
- Good quality, age and developmentally appropriate advice and guidance about contraception is known to reduce unwanted pregnancies and reduce the spread of sexually transmitted infections (STIs).
- Young people who have had good RSE are more likely to delay having sex for the first time and, make informed choices on how to protect themselves.



# Why are you teaching about the LGBTQ+ community?



- It helps schools to meet their legal duties towards LGBTQ+ people, alongside people with other protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Teaching about the LGBTQ+ community helps make sure that children with same-sex parents feel included in this teaching, and see their families reflected in what they learn.
- By building understanding for people from all different backgrounds – including LGBTQ+ people, people of different faiths, people with different ethnicities and more – the school can support all students to respect people who are different to them, helping to tackle any prejudice-based bullying.

# Does RSE promote LGBTQ+ relationships?

- RSE **does not** 'promote' LGBTQ+, it educates students on the fact that there are different types of committed, stable relationships.
- Students are taught about the society in which they are growing up. These subjects are designed to foster respect and inclusivity for others and for difference and educate students about healthy relationships.
- RSE meets the needs of **all** students, whatever their developing sexuality or identity – this includes age-appropriate teaching about different types of relationships in the context of the law.



# What will be taught and how?

- RSE is taught as part of the PSHE curriculum.
- The PSHE curriculum has been developed using the learning outcomes and core themes provided by the PSHE Association programme of study which is recommended and referred to by the DfE in all key documentation relating to PSHE Provision in Schools.
- Students will be taught one PSHE lesson a fortnight.
- There are two PSHE tutor time sessions per week.
- Years 7, 8, 9 and 10 will also received two RSE mornings per year.
- There is a comprehensive assembly plan that also explores key PSHE and RSE themes.
- We also have opportunities throughout the year where external providers deliver bespoke sessions to students.



## Year 7 Lesson Topics

1	Introduction to PSHE or Transition to a new school
2	Bullying and the imbalance of power
3	The impact of bullying
4	How to identify, express and manage my emotions in a constructive way- Part 1
5	How to identify, express and manage my emotions in a constructive way – Part 2
6	Self-efficacy and self-esteem
7	Basic first aid – primary survey and recovery position
8	Basic first aid – CPR and AED's
9	Living in a diverse society – protected characteristics – Equality Act 2010
10	Healthy lifestyle – diet and dental health
11	Healthy lifestyle – physical activity and sleep
12	Healthy lifestyle – smoking and vaping
13	Healthy lifestyle – caffeine and energy drinks
14	Healthy lifestyle – alcohol
15	Exploring careers and workplace skills
16	Exploring careers - self-awareness – how our values can affect our career choices
17	Exploring careers – career aspirations – setting SMART targets
18	Exploring finance – cost of living
19	Exploring finance – financial services and products

## Year 7 PSHE and RSE Curriculum Lesson Topics RSE Mornings Topics

### Year 7 RSE Morning 1

Puberty Physical and Emotional Changes

Personal Hygiene and Menstrual Wellbeing

FGM

### Year 7 RSE Morning 2

Boundaries, personal space and privacy

Consent

Understanding harassment

## Year 8 Lesson Topics

1	Introduction to PSHE
2	Groupthink, peer pressure and persuasion
3	Discrimination and Protected Characteristics
4	Sexism and Gender Discrimination
5	Unconscious bias and learning about racism
6	Healthy lifestyle choices
7	Healthy lifestyle choices- assessing the risks of alcohol and tobacco
8	Healthy lifestyle choices - prescription drugs and 'legal highs'
9	Healthy lifestyle choices - young people's attitudes and behaviours regarding drug use
10	Healthy lifestyle choices - attitudes towards mental health and challenging misconceptions
11	Healthy lifestyle choices - healthy and unhealthy coping strategies linked to mental health
12	Marriage and the law
13	Different types of families
14	Parenting responsibilities
15	Exploring careers - Local Labour Market (LMI)
16	Exploring careers - transferable skills
17	Exploring careers - challenging stereotypes
18	Exploring careers - Post 16 options - planning for the future
19	Exploring careers- setting aspirational goals

## Year 8 PSHE and RSE Curriculum Lesson Topics RSE Mornings Topics

### Year 8 RSE Morning 1

Gender identity, sexual orientation and positive healthy relationships

Consent, legal and moral duty, avoiding assumptions.

Pressure, coercion and indecent images.

### Year 8 RSE Morning 2

The grooming process- Child Sexual Exploitation (CSE).

The grooming process - Criminal Exploitation.

The grooming process - Radicalisation.

## Year 9 Lesson Topics

1	Introduction to PSHE
2	Exploring influences - risk taking
3	Exploring influences - anti social behaviour
4	Healthy relationships
5	Discrimination. Protected Characteristics - Equality Act 2010
6	Identity
7	What is sexual harassment? How to be an upstander
8	Exploring influences - body image and social media
9	Relationship between physical and mental health
10	Exploring influences - alcohol and drugs
11	Exploring influences – food choices and healthy eating
12	Conflict and reconciliation
13	Bereavement and loss
14	Exploring careers-raising self-awareness
15	Exploring careers - strengths, skills, and values
16	Exploring careers - the local labour market
17	Young people’s employment rights and the law
18	Social media, privacy, and identity fraud
19	Money and mental health

## Year 9 PSHE and RSE Curriculum Lesson Topics RSE Mornings Topics

### Year 9 RSE Morning 1

Consent including 'freedom' and the 'capacity' to consent in different contexts.

Sexual Health - STI's

Contraception and the effective use of condoms.

### Year 9 RSE Morning 2

The grooming process.

Gangs and the legal and physical risks of carrying a knife.

The law around sex, expectations and pressure in relation to pornography and sharing indecent explicit images.

## Year 10 Lesson Topics

1	Introduction to PSHE and RSE
2	Exploring influence - taking risks
3	Exploring influence - drugs
4	Addiction, dependency and the impact on mental health
5	Mental health stigma and stereotypes
6	Exploring influence - gangs
7	Exploring influence - County Lines
8	Healthy relationships
9	Sexual health
10	Effective use of condoms and alternative methods of contraception.
11	Challenging discrimination - Equality Act 2010
12	Exploring identity
13	Understanding and preventing extremism and radicalisation
14	How will education and jobs affect my finances?
15	Exploring influence - credit and debt
16	Keeping your money safe from fraud
17	Exploring influence - gambling
18	Post 16 choices and career pathways
19	Applying for college, 6th form

## Year 10 PSHE and RSE Curriculum Lesson Topics RSE Mornings Topics

### Year 10 RSE Morning 1

The impact of pornography

Pressure persuasion and coercion

Relationship abuse

### Year 10 RSE Morning 2

Sexual Harassment and gender based violence - victim blaming.

Consent, fact and misconceptions.

Grooming (all aspects).

## Year 11 Lesson Topics

1	Introduction to PSHE/RSE
2	Consent and capacity to consent
3	Sex and the law. How to manage sexual pressure. Asexuality and abstinence
4	The law on pornography, expectation in relation to pornography and sharing indecent explicit images
5	Sexual health, fertility and routes to parenthood
6	Pregnancy outcomes
7	Pregnancy choices - abortion
8	Alternative ways to have a baby - adoption and fostering
9	Bereavement, loss miscarriage and still birth
10	Coercion - Forced Marriage
11	Harassment, abuse and rape
12	Managing relationship break-ups
13	Gender identity, gender expression and sexual orientation
14	How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations, relationships and on the roads)
15	Managing influence - cosmetic and aesthetic body alterations - judgement of others and stereotyping
16	Physical and mental health; the importance of sleep
17	Stress, exam stress and balancing time online
18	Screening, self examination, vaccinations and immunisations
19	Blood, organ and stem cell donation



## Year 12 Lesson Topics

1	<b>Introduction to PSHE/RSE</b>
2	Consent and capacity to consent
3	Sex and the law. How to manage sexual pressure. Asexuality and abstinence
4	The law on pornography, expectation in relation to pornography and sharing indecent explicit images
5	Sexual Health
6	Self examination and screening
7	Gender identity, gender expression, sexual orientation
8	Coercion - Forced Marriage
9	Grooming
10	Sexual harassment abuse and rape
11	How to assess and manage risk and safety in new independent situations
12	The impact of substance use on health, personal safety
13	Mental health and emotional wellbeing - managing stress, healthy coping strategies
14	Body image, body dysmorphia
15	Independent living -Finance, mortgages, credit cards, rent agreements
16	Independent living - budgeting, student loans
17	Gambling, pay day loans and debt
18	Career opportunities, work patterns and trends in the local labour market
19	Employability skills, application process, interviews

## Year 13 Lesson Topics

1	Introduction to PSHE/RSE
2	Consent and capacity to consent
3	Independent living - managing risk and safety
4	Independent living - sex and the law, managing pressure
5	Boundaries, expectations in relation to pornography and sharing indecent explicit images
6	Independent living - how to stay sexually healthy. Effective use of condoms and alternative methods of contraception. Self examination and screening
7	Pregnancy, birth, unplanned pregnancy options
8	Fertility and infertility
9	Gender identity, gender expression, sexual orientation
10	Toxic masculinity, toxic femininity
11	Coercion - Forced Marriage
12	Sexual harassment, abuse and rape
13	Independent living - diet and health
14	Independent living - mental health
15	Independent living - managing money, planning, budgeting, saving
16	Debt, gambling, pay day loans