

# PSHE and Relationships and Sex Education Policy (from 2020)

[Sevenhills and PhoenixPark Academy]

Approved by: Rachel Patchett Date: 02.11.2020

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

We believe sex education is best defined as ‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity’. (Sex Education and Relationship Education Guidance 2000).

In our academies PSHE and RSE are part of the personal, social and health education curriculum. Through PSHE and RSE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all students receive appropriate, accurate and honest answers to their questions about SRE.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## 2. Statutory requirements

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of students at Sevenhills and PhoenixPark Academy, preparing them for the opportunities, responsibilities and experiences of later life. We have incorporated a programme of study developed from the PSHE Association's Thematic Schemes of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the students but also reflects the universal needs shared by all students.

### In our Primary Academy setting:

As a primary academy school we must provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At PhoenixPark Academy we teach RSE as set out in this policy.

### In our Secondary Academy settings:

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Sevenhills and PhoenixPark Academy we teach RSE as set out in this policy.

In all our academy settings relationship and health education will be taught as part of our PSHE curriculum.

### 3. Policy development

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

1. Review – members of staff as part of a working group pulled together all relevant information including relevant national and local guidance working with the Wellbeing Service as part of NELC. Staff attended RSE training in preparation for the implementation of RSE.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend meetings and complete questionnaires about the policy.
4. Students consultation – we investigated what exactly students want from their RSE through lesson engagement and questionnaires.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### In our Primary Academy setting:

In our primary setting RSE focusses on teaching the fundamental building blocks and characteristics of positive relationships such as friendships, family relationships, and relationships with other children and with adults. This includes both offline and online.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' mean that Relationships Education is compulsory in England for all primary aged children. There is no parental right to withdraw a child from Relationships Education.

In the primary phase students will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

They will be taught key relationship building blocks such as; how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Students in the primary phase will also learn about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

In the later primary years it is imperative that children are prepared for the transition phase into secondary education, the changes that adolescence brings and the body changes they may begin to notice. Through the school's primary science curriculum children will begin to learn about main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals as well as how a baby is conceived and born.

### In our Secondary Academy settings:

In our secondary settings RSE focusses on teaching the information students need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is designed to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what acceptable and unacceptable behaviour in relationships is. There is emphasis throughout on the positive effects that good relationships have on their mental wellbeing, identifying when relationships are not right and understanding how such situations can be managed.

Relationships and Sex Education at Sevenhills and PhoenixPark Academies do not encourage early sexual experimentation. Instead it teaches students to understand human sexuality and to respect themselves and others. It enables students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. The RSE offer at Sevenhills and PhoenixPark should support students throughout life

to develop safe, fulfilling and healthy sexual relationships, at the appropriate time and within the context of loving, caring and mutually consenting relationships.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### **Intent**

Our school's overarching intent for our students is to provide a Personal, Social, Health and Economic (PSHE) education programme which incorporates Relationship and Sex Education (RSE) which ensures all students are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a student indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

### **Teaching PSHE to children with special needs**

All students, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect students' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE & RSE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE & RSE targets.

For gifted and talented students, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## **Equality and Diversity**

At Sevenhills and PhoenixPark Academies, PSHE & RSE lessons is accessible to every student. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

## **Implementation**

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

### **Core Theme 1: Health and Wellbeing**

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

### **Core Theme 2: Relationships**

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

### **Core Theme 3: Living in the Wider World**

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both students' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all students as well as the specific needs of the students at our school.

For more information about our curriculum, see our curriculum map in Appendix 1.



## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in RSE as embedded lessons.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

### In our Primary Academy setting:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

### In our Secondary Academy setting:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the PSHE & RSE policy, and hold the Executive Principal to account for its implementation.

The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education including Relationship and Sex Education;
- delegated powers and responsibilities to the Executive Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Relationships and Sex Education (RSE) programme;
- a duty to inform parents/carers of the policy;
- a duty to inform parents/carers of their right of withdrawing their child from part of the school's SRE programme if they so wish [complying with the right to withdraw clause]
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the School Council in:
  - organising surveys to gauge the thoughts of all students;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Executive Principal and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body as appropriate;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The governing board has delegated the approval of this policy to Chloe Tate.

## 7.2 The Executive Principal/ Head

The Executive Principal/ Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (section 8).

The Executive Principal/ Head will:

- implement the policy;
- ensure all school personnel, students and parents/carers are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
  - monitor the effectiveness of this policy by:
    - monitoring learning and teaching through observing lessons
    - monitoring planning and assessment
    - speaking with Students, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

## 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Comply with all aspects of this policy;
- Use a variety of teaching methods and resources to deliver the SRE programme;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head. All staff have a responsibility for teaching PSHE across all key stages with key staff members responsible for teaching RSE across all sites.

Staff responsible for delivering RSE:

PhoenixPark: Tina Tomlinson, Harriet Barber and Kelly Spence

Sevenhills Academy: Donna Kaye and Shannon Young

## 7.4 Students

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

Students will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

## 7.5 Parents/Carers

All parents/carers must:

- acknowledge that they have a primary role in their child's PSHE & RSE programme;
- be fully aware of the school's PSHE & RSE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their rights of withdrawing their child from of the [non-statutory/non-science] RSE programme that we teach in this school.
- take part in periodic questionnaires/surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## 8. Parents' right to withdraw

### In our Primary Academy setting:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head.

Alternative work will be given to students who are withdrawn from sex education.

### In our Secondary Academy setting:

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head.

A copy of withdrawal requests will be placed in the student's educational record. The head will discuss the request with parents and take appropriate action, tailored to the students' individual needs and situation.

Alternative work will be given to students who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Rachel Patchett Parent Advisor and Lead Safeguarding through:

**Monitoring arrangements, such as planning scrutinies, learning walks - To be confirmed.**

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachel Patchett Parent Advisor and Lead Safeguarding annually. At every review, the policy will be approved by Chloe Tate Governor and Rachel Patchett Parent Advisor and Lead Safeguarding.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### KS2 Delivery Curriculum Map

	Autumn: Relationships			Spring: Living in the wider world			Summer
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect, courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

#### KS3 and 4 Delivery Curriculum Map

##### Key Themes

Families	Intimate & Sexual Relations, Including Sexual Health	Pornog
Respectful Relationships including Friendships	Drugs and Alcohol misuse	Married
Online and Media - online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	Child Sexual Exploitation and Child Criminal Exploitation (for example, through gang involvement or 'county lines' drugs operations)	Abortio
Being safe online and offline	Domestic Violence in relationships	Sexuali
Extremism/ Radicalisation	Hate Crime	Female

Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

**\*\*LS3 and KS4 Complete Curriculum Plan is currently pending due to outstanding student consultation and school specific audits.**

YEAR GROUP	TERM	TOPIC/THEME DETAILS



**PhoenixPark Academy KS2**

**Appendix 2: By the end of primary school students should know**

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and support</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, and other family members, the importance of spending time together and sharing each other's experiences</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their own, to understand those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families and provide security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose their friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, shared interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel uncomfortable</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that friendships are strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or unsafe, how to manage conflict, how to manage these situations and how to seek help or advice from others</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, different cultures or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and to show respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibility for bullying and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and how to report concerns</li> <li>● How to critically consider their online friendships and sources of information including awareness of how they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in online relationships)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including how to respect others' privacy if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate physical contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online)</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are happy</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>

	<ul style="list-style-type: none"> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
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**Sevenhills and PhoenixPark Academy KS3 & KS4**

**Appendix 2: By the end of secondary school students should know**

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protection, cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be free choice</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the child's best interests</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy; determine if another relationship is unsafe (and to recognise this in others' relationships); and, how to see and address concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including generosity, boundaries, privacy, consent and the management of conflict, reconciliation and resolution of different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation and ethnicity (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and to show respect to others, including people in positions of authority and due tolerance of other people's views</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibility for bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations apply to behaviour including online</li> </ul>

	<ul style="list-style-type: none"> <li>● About online risks, including that any material someone provides to another has the potential of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal information</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sex and people see themselves in relation to others and negatively affect how they behave towards others</li> <li>● That sharing and viewing indecent images of children (including those created by children) is illegal with penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, sexual harassment, abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships: respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including saying no, setting boundaries, pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information) including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted and the importance of safe sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health services</li> </ul>

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

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

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

## Appendix 4: Parent/ Carer letter



Date:

Dear Parents/Carers,

As a part of your child's educational experience at PhoenixPark and Sevenhills Academies, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

As you may already be aware, the Department for Education has announced changes to relationships and sex education following nationwide consultation. These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements. The statutory guidance can be found at <https://www.gov.uk/government/publications/relationships-education-relationships-andsex-education-rse-and-health-education>.

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

Consequently, from September 2020, Relationships and Sex Education (RSE), along with Health Education (HE), will be statutory, and form part of the National Curriculum. This means that we have been reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our students based on their:

- Age appropriate in approach and content meeting physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and disabilities

PhoenixPark and Sevenhills Academies have started the planning and preparation for delivery of the new curriculum content and have entered into the consultation phase. During this phase parents/carers and students will be asked about their views on the curriculum and policy content (*examples: is the curriculum and policy content clear and easy to understand? Are there any specific topics that are missing from the delivery content?*) and provided the opportunity to ask questions to address any issues or concerns.

Information has been placed on our websites which we would encourage you to read. This includes:

- Our proposed draft policy
- RSE parent voice presentation
- DfE guidance that outlines statutory requirements.
- A copy of the consultation letter to parents and carers
- FAQ sheet
- An anonymous questionnaire
- A roadmap to statutory RSE
- A roadmap of RSE delivery at PhoenixPark and Sevenhills Academy
- PSHE Association link providing information on statutory changes and curriculum format
- PSHE Association programme of study key stages 1-5

PhoenixPark and Sevenhills Academies consultation phrase will last for **four weeks** from the **16<sup>th</sup> November, 2020** and will close on the **14<sup>th</sup> December, 2020**. The consultation will be in the form of a questionnaire available on the school website (*in two formats*) and through your child's tutor and Head of Centre, a questionnaire can also be sent out at your request once an email address has been provided to the school.

Your views are very important to us and will help to provide a bespoke PSHE and RSE curriculum to all students studying at PhoenixPark and Sevenhills Academies. We will respond to you on the outcome of this process later this term. Once we have considered all the feedback, the draft updated Relationships and Sex Education Policy will be sent to Governors for approval and uploaded to the school's website which will also set out the proposed curriculum and how you can feedback.

I hope this letter goes some way to alleviate any worries you may have.

If you have any queries or concerns regarding the consultation process, please do not hesitate to contact the school.

Kind Regards

Executive Principal

## Appendix 5: Parent/ Carer Feedback

Sevenhills and PhoenixPark Academies aim to work with all parents/carers and value your contribution to our whole school curriculum.

After consultation we have adapted our policy by:

You said.....

We did.....

You said.....

We did.....