RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSHE) POLICY

L.E.A.D. Academy Trust
2023/24

POLICY/PROCEDURE MANAGEMENT LOG

Document	Relationships and Sex Education (RSHE) Policy
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Date Approved	
Date Issued	
Date of review	

POLICY STATEMENT

Introduction

1. This statement sets out the legal framework, the definitions and our policy expectations.

2. L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

3. The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

4. L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

5. This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

6. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

7. RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

Legal Framework

8. Updated guidance:

   - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

   - Academies' Funding Agreements require academies to have regard to DfE's statutory guidance on sex and relationship education

   - Duty to promote wellbeing (Children Act 2004)
     http://www.legislation.gov.uk/ukpga/2004/31/contents

Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality

Definition

1. RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health.

2. There is often concern that RSHE will encourage sexual experimentation however, evidence shows that those who receive comprehensive RSHE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.
   https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20-%20the%20evidence%20-%20March%202015.pdf

3. At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school. Our key aim in providing RSHE throughout the academy is to safeguard our pupils.

4. During their time at this academy pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

5. At L.E.A.D. Academy Trust, all academies ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, as well as being aligned with any model policies issued by the relevant local authority. At Birley Academy, this is Sheffield City Council. Equally, the policy will be outlined and shared with the relevant stakeholders and parents.

Why RSHE is important in our academy?

9. At Birley Academy, we firmly believe that all pupils should have the knowledge and skills that help them to embrace the challenges of creating a happy and successful adult life.

10. We believe that pupils need the knowledge that they need to help them make well informed decisions about their own wellbeing, health and relationships as well as to build their self-efficacy.

11. Learning about sexuality, relationships and health is a lifelong process. The Birley Academy recognises that parents and carers are the key figures in helping children cope with the emotional and physical aspects of growing up and the challenges and responsibilities which sexual maturity brings.

12. The relationships and sex education (RSE) and health policy aims to ensure that all pupils are able:

- To understand the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.
- To understand the biological facts related to human growth and development including reproduction and contraception.
- To recognise misleading myth and folklore.
- To accept that change is part of the life cycle and be able to adjust to these changes.
- To recognise the value of loving and caring relationships.
- To understand the value of family life, the implications of parenthood and the needs of the very young.
- To understand and respect the varied cultural and religious influences on individual sexuality.

- To develop a range of personal skills and qualities, e.g., self-esteem, communication, negotiation, listening skills, empathy, and assertiveness which will help pupils to have fulfilling personal and sexual relationships.
- To challenge sexism and prejudice in society and promote equality of opportunity.
- To challenge all forms of homophobic, biphobic and transphobic bullying and take proactive steps to promote respect and understanding of lesbian, gay, bisexual and trans people and the issues that affect them.
- To be aware of sources of help and advice available within the family, academy and community, and acquire the skills and confidence to use them.
- To accept their sexuality in a positive way and enjoy relationships based on mutual respect and responsibility, free from any abuse.
- To have the knowledge to protect themselves from infection or unwanted pregnancy.
- To have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- To link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol.
- To understand how the law applies to sexual relationships.
- To value their own body and behave within a moral framework.
- To understand the law around, marriage, consent,(including the age of consent), violence against women and girls, online behaviours including image and information sharing (including sexting, youth-produced sexual imagery, nudes etc.), pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gang, extremism/radicalisation, criminal exploitation/county lines, hate crime and female genital mutilation, also incorporating the linked safeguarding issues related with support provided and available to all.

13. We work hard in the academy to ensure that all pupils have a standard of education which supports the key aspects needed to keep safe and make positive, informed and healthy choices.

Key objectives

14. Our RSHE programme will focus on three elements:
    - Exploring attitudes and values
    - Developing skills
    - Improving knowledge and understanding

15. We aim to develop well-rounded individuals who respect themselves and others, are able to communicate effectively and take responsibility for their actions.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships or all kinds, not just intimate relationships.
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others.
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health.

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing.
- Develop knowledge and understanding of human sexuality and sexual health, including sexually transmitted infections, sexual orientation, contraception and reasons for delaying sexual activity.
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience.
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources.
- Provide pupils with the knowledge and skills to access appropriate support.

16. The RSHE programme is based on the needs of pupils in the academy. Pupils are consulted annually on both non statutory content and the delivery of the RSE curriculum to ensure that information is up to date and relevant, with learning outcomes appropriate to their age, ability and level of maturity.

Aspects of coverage/concepts

The following aspects and concepts will be covered within the RSHE guidance published in June 2019.

Concepts within the curriculum	
Families	Respectful relationships, including friendships
Online and media	Being safe
Intimate and sexual relationships including sexual health	Basic First Aid
Physical health and fitness	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Health and Prevention	Changing adolescent body
Mental wellbeing	

The Curriculum/Implementation:

17. RSHE will be taught in each year group throughout the academy. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year

on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance.

18. We deliver our RSHE curriculum through a range of approaches within the academy day.

19. RSHE will be firmly embedded within our broader curriculum areas, including science, food technology, physical education (PE) and computing in addition to more focused learning through RSHE sessions, tutor-time and assemblies.

20. You can find the overarching RSE and Health topics for each year group in appendix 2 below:

Implementation:

21. We will work towards the outcomes outlined in the government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way. Delivery of the RSE and Health Education curriculum is through:

- Planned sessions within PSHE, science, food technology, computing and PE the academy will look for opportunities to make links between subjects and integrate teaching.

- A combination of regular weekly timetabled lessons, plus additional opportunities across the curriculum and enrichment activities, complemented by external speakers where appropriate.

- A variety of teaching and learning styles which may involve the use of, for example: video clips, drama and scenarios, individual/paired/group work or discussion techniques such as mind mapping and quizzes.

- Teaching of the curriculum will reflect requirements set out in law, particularly in the Equality Act (2010), so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. We are committed to applying the equality duty. It is the responsibility of all staff, leaders and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

- RSE and Health Education will be delivered confidently by staff who generate an atmosphere where questions can be asked and answered openly without embarrassment and where ground rules of trust and confidentiality are agreed.

- The academy will integrate LGBT content into the RSE curriculum: this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBT content will be approached in a sensitive, age-appropriate, and factual way.

- RSE and Health Education will be accessible to all. Through the delivery of RSE and Health Education, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

- A range of different families and relationships will be explored within RSE and Health Education, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSE and Health Education. All pupils whatever their identity, developing identity, or family background need to feel that RSE and Health Education is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our academy community and wider society.

- Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities,

a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

- Teaching about the protected characteristics defined in the Equality Act (2010) will be focused on pupils' development of respect for those different to themselves.

- Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE and Health Education in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

- Teachers delivering sex education should aim to present facts in an objective, balanced and sensitive manner. They should provide pupils with opportunities to explore values, make judgements and be better prepared to make informed and principled choices. A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. It can be beneficial for a class to work out the set of ground rules together.

- Possible ground rules might include:
  - ➢ No one (teacher or pupil) will have to answer a personal question.
  - ➢ No one will be forced to take part in a discussion.
  - ➢ Only the correct names for body parts will be used.

- Meanings of words will be explained in a factual way. Dealing with questions teachers will need to establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules should reduce the chances of unexpected questions or comments from pupils.

- If the teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.

- If a question is too explicit, feels too adult for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information.

- To maintain trust and respect, the teacher must talk with the pupil later.

- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the Academy's safeguarding procedures.

- Teachers delivering RSE and Health Education have to exercise their discretion and professional judgement about how to deal with issues raised by individual pupils.

- Teachers should be confident in continuing to take a pastoral interest in the welfare and well-being of pupils, but this function should never trespass on the proper exercise of parental rights and responsibilities. Pupils should be encouraged to seek advice from their parents and/or a medical practitioner or one of the Academy's Key Worker's or counsellors.

22. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of academy life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with pupils.

Teaching and Learning

23. Everyone involved in the teaching of RSHE will follow the academy policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

24. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing the ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g., a question (ballot style) box.

Monitoring, evaluation and review

25. The RSE and Health Education curriculum provision will be monitored through lessons drop ins, pupils work, pupil discussion, pupil assessment data, staff feedback, assemblies, the evaluation of workshops by staff and pupils, safeguarding and behaviour related logs. Judgments about its success can also be made through gathering evidence from:

- The wider academy staff, on how the policy supports them.
- Parents and governors, about the clarity of information provided.
- Pupils, on how the Relationships, Sex and Health Education provision is meeting their need.

Equality, Inclusion and Support

26. At Birley Academy we are committed to applying the equality duty. It is the responsibility of all staff, leaders and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

27. RSHE will be accessible to all. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

28. There are many different faith and cultural perspectives on aspects of RSHE. As an academy we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

29. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at the academy fits with their family's faith, beliefs and values. To support this process, as part of this policy and through the curriculum section of our website we ensure that parents are made aware of what will be taught in our RSHE programme and when.

30. We will use a range of materials and resources that reflect the diversity of our academy population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

31. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities (SEND), an adapted approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

32. A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our academy community and wider society.

Special Educational Needs and/or Disabilities (SEND)

33. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

34. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

35. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

36. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

37. When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

38. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.

- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

39. Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

40. External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.
- be suitably qualified to deliver RSHE sessions.
- be aware of the academy policy on RSHE and work within this.
- be supervised by a member of staff at all times when on academy premises.
- alert the teacher to any safeguarding concerns.
- understand their contribution they make to the broader RSHE programme.
- be suitably vetted prior to being booked.

41. Examples of external speakers we have used in the past year:

External Speaker	Topic	Cohorts	When
South Yorkshire Police	Child Criminal Exploitation	Year 8	Term 1a
	Guns and Knives	Year 10 and Year 11	Term 1b
	Your Life Your Choice	Year 9	Term 1a
	Consent	Year 9	Term 1b
	Sharing Images	Year 9	Term 2a
	Stalking and Harassment	Year 10	Term 2a
Gold Digger Trust	Mental Health	Identified cohorts	All terms
Unravel	Mental Health	Identified cohorts	All terms
Community Youth Team	Promoting healthy choices	Identified cohorts	All terms
South Yorkshire Ambulance Service	Restart A Heart CPR	Year 8	Term 1

Staff training

42. All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

Assessment and review

43. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include sharp starts, short assessments, self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE.

The role of parents

44. RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role, and we therefore welcome their engagement with our programme.

45. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)

- The curriculum content and organisation is shared and explained (explanation of what is covered and when)

- Answer any questions that parents may have about the RSHE of their child.

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy

- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

  ➢ Any parents wanting more information about our RSHE curriculum or to view the teaching resources used can contact Leonie Gillham at leoniegillham@birleysecondaryacademy.co.uk

  ➢ A DFE guide for parents can be found here:

  ➢ https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_schools_guide_for_parents.pdf

Right to withdraw from sex education

46. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. This avoids them receiving less accurate, second-hand information from peers if they do not access this education.

47. To request the withdrawal of their child from the sex education element of RSHE, parents should complete the form (Appendix 3) and submit it to enquiries@birleysecondaryacademy.co.uk .

48. The headteacher will arrange for a member of the Leadership Team to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion.

49. Except in exceptional circumstances the academy will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education. The process above is the same for pupils with SEND, however in exceptional circumstances the head teacher may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

50. Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Resources

51. As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. We offer opportunities for parents to familiarise themselves with the content of RSHE through parents' evenings and open evening and we will inform you of what will be taught in each term through our termly PSHE emails.

If you would like to discuss any of the resources used in more detail, please contact Leonie Gillham at leoniegillham@birleysecondaryacademy.co.uk

Confidentiality, safeguarding and child protection

52. Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

53. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

54. Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services. Specific support available on site is through Unravel, Healthy Minds and the School Nurse. Health professionals working outside of academy lessons are bound by their own professional code of conduct.

Menstrual wellbeing

55. Pupils who are menstruating will be supported in the following ways:
- Sanitary disposal units are available in female and unisex/accessible toilets.
- Pupils can access emergency sanitary products from The Attendance Office.
- For those experiencing period poverty free sanitary protection can be accessed from The Attendance Office.

The role of the headteacher

56. It is the responsibility of the Head teacher to ensure that:

- Parents and staff are informed about the academy's RSHE policy.
- Policy is implemented effectively.
- Members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other policies

57. **It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following policies**:

- Anti-bullying
- Safeguarding
- Equality
- Health and Safety
- Curriculum
- Complaints

Concerns/complaints

58. If you would like to discuss our provision of RSHE further, please contact Leonie Gillham.
59. If you have a complaint about any aspect of our RSHE provision, please follow the academy's complaints procedure located on the academy website.

APPENDIX 1

The relationship and sex education curriculum

The DFE states that by the end of secondary school pupils should know:

Families:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to human happiness and their importance for bringing up children.
3. 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.
4. Why marriage is an important relationship choice for many couples and why it must be freely entered into.
5. The characteristics and legal status of other types of long-term relationships.
6. The roles and responsibilities of parents with respect to raising of children, including:
- The characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and recognise this in other relationships, and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships:

1. The characteristics of positive and healthy friendships (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 relationship.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
4. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
6. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
7. What constitutes sexual harassment and sexual violence and why these are always unacceptable.
8. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the equality act 2010) and that everyone is unique and equal.

Online and media:

1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
3. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
4. What to do and where to get support to report material or manage issues online.
5. The impact of viewing harmful content.
6. 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.
7. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
8. How information and data is generated, collected, shared and used online.

Being safe:

1. 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.
2. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health:

1. 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.
2. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. Physical, emotional, mental, sexual and reproductive health and wellbeing.
3. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

4. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
5. That they have a choice to delay sex or to enjoy intimacy without sex.
6. The facts about the full range of contraceptive choices, efficacy and options available.
7. The facts around pregnancy including miscarriage.
8. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
9. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
11. How the use of alcohol and drugs can lead to risky sexual behaviour.
12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Health Education Curriculum

1. The DFE states that by the end of secondary school pupils should know:

Mental wellbeing

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. That happiness is linked to being connected to others.
3. How to recognise the early signs of mental wellbeing concerns.
4. Common types of mental ill health (e.g., anxiety and depression).
5. 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.
6.   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:

1. 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.
2. 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:

1. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
2. 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.
3. About the science relating to blood, organ and stem cell donation.

Healthy eating:

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

Drugs, alcohol and tobacco:

1. 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.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
4. The physical and psychological consequences of addiction, including alcohol dependency.
5. Awareness of the dangers of drugs which are prescribed but still present serious health risks.
6. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and Prevention:

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

Basic First aid:

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

Changing adolescent body:

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

APPENDIX 2

		PSHE	Science	Food Technology	Physical Education	Computing
		Table 1: The RSE and Health Curriculum (RSE: Green, Health: Blue)				
7		**Identity** • Puberty **Healthy Lifestyle** • School-life balance • Physical activity • Sleep • Diet (inc. alcohol) • Dental health • Personal hygiene • Online time • Informed choices • Risks of FGM **Friendships & Family** • Personal values • Qualities & behaviours • Trust • Teamwork & listening • Respectful relationships • Online relationships • Peer pressure • Media portrayal of relationships • Diversity of families **Bullying** • Recognising behaviours	**Health** • Teeth • Biomechanics - skeleton, muscles & exercise • Basic digestion & nutrition • Nervous system • Simple endocrine systems • Substance misuse • Mental health	**Nutrition and Health** • Sugar and the effects on health. • Dietary fibre and its importance. • Vitamins • Recipe modification for a healthier diet.	**Exercise** • Relationship between exercise and health	**e-safety** • Online safety • Sexting • Digital citizenship • Digital identity

	• Unwanted contact • Equality, diversity & inclusion • Online bullying • Challenging bullying • Seeking support • Digital Footprint • Blurred public & private boundaries. • Perception of anonymity • Online bullying				
8	**Mental Health** • Resilience • Impact of media & social media • Judgement • Emotions • Mental health stigma • Available support **Personal Safety** • Basic First Aid • CPR & defibrillators • Responsibility for personal health • Drugs, alcohol & tobacco • Self-harm • Body image & eating disorders. **Relationships**	**Reproduction** • Reproduction in humans as mammals **Breathing & Circulation** • The Lungs • Diffusion • Asthma & smoking • The Heart • Blood and blood vessels • Heart disease • Lung disease • Exercise • Smoking **Food Energy Values**	**Nutrition and Health** • Fats • Calcium • Protein • Vitamin A • Essential fatty acids – omega 3 • Eat well guide • Tips for healthy eating.	**Fitness** • Different types of fitness required for different sports.	**Internet Research** • Sources • Date checking • False news • Social media

	- Managing strong feelings - Sexuality inc. LGBTQIA+ - Media portrayal of sexuality - Grooming & sexual harassment - Equality Act - Conflict management - Effects of change & loss - Marriage & civil partnership **Online Safety** - Online bullying - Online risks - Influence of media & social media			
9	**Emotional Wellbeing** - Internal & external influence - Positive & negative coping strategies - Empathy - Supporting others - Managing change & loss **Influences on health**	**Digestion** - Human digestive system - Importance of bacteria - Digestive enzymes - Control of blood glucose - Deficiency - Obesity	**Nutrition and Health** - Saturated fat - Trans-fats	**Adaptation** - How the body adapts over time to the training imposed upon it	**Ethical, Legal, Cultural & Environmental Concerns in Computing** - Case studies - iPhone vs FBI (privacy) - Intel (Green) vs Google (server farms) - Wikileaks

	• Health services available • Sexual health & STIs • Fertility & pregnancy • Substances misuse • Gambling • The law • Peer-pressure • Unhealthy behaviours **Sexual Relationships & Consent** • Sexuality • Intimacy • Pleasure • Expectations • Advice & support available • Contraception • Faith & cultural norms **Conflict** • Managing conflict • Anti-bullying	• Malnutrition			• Apple vs Microsoft and the xerox debate • Samsung vs Apple • Technology addiction • Landfill & waste • Job creation vs automation • Users with specific needs • Sampling in music • Facebook and its use of data
10	**Self-Awareness** • Media influence on body image **Healthy Choices** • Health services • Blood, organ, stem cell donation	**Defence & Immunity** • Pathogens & microbes • Health & disease (including STIs) • Health issues • Cancer	**Nutrition and Health** • Impact of food on health (diet related disease) • Body mass index • Physical activity level • Glycaemic index	**Core PE** • 4-week block activities that pupils chose, aim is to improve mental health and physical health	**Systems Software** • Purpose & functionality • Operating systems • Utility system software

	• Personal responsibility • Diet • Addiction • Risks of cosmetic procedures • Influence of media **Sexual Abuse** • Diversity of values • Consent • Grooming • Sexual harassment • Rape • Sexual images & sexting • Pornography & revenge porn • Body shaming • FGM • Legal rights, responsibilities & protection **Abuse** • Influence, manipulation, persuasion & coercion • The law inc. coercive control • Responsive strategies • Domestic abuse	• Communicable diseases • (Plant disease) • Human defence systems • Discovery and development of drugs • Reducing the spread of infection • Vaccination • Antibiotics & painkillers			• Open-source vs proprietary • Legislation • Data Protection Act • Computer Misuse Act • Copyright, design and patents Act • Creative Commons Licensing • Freedom of Information Act

	• Forced marriage. **Personal Data** • Rights & responsibilities • GDPR • Managing your online presence				
11	**Managing Anxiety & Stress** • Recognising warning signs • Pre-empt & respond. • Depression • Positive & negative coping strategies **Health Issues** • Emergency first aid • Emergency services • Suicidal ideation • Self-harm • Self-check & screening • Unplanned pregnancy • Miscarriage • Drugs & alcohol abuse **Complex Relationships** • Managing strong emotions • Healthy sexual relationships	**Homeostasis** • Human nervous system • Control of body temperature • Hormones involved in reproduction • Human endocrine system • Maintaining water & nitrogen balance • Cellular respiration & ATP • The Brain • The Eye **Genetics** • Sex determination in humans	**Nutrition and Health** • Researching nutrition, the eat well guide and healthy eating guidance. • Analysis of dishes produced evaluating nutritional values and impact on health.	**Core PE** • 4-week block activities that pupils chose, aim is to improve mental health and physical health	

	• Change in relationships. • Managing grief • Complexities of online relationships • Domestic abuse • Parenthood • Adoption & fostering • Abortion & range of beliefs			

APPENDIX 3

Request withdrawal from sex education form

L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Please use this form to submit your withdrawal request to the academy:

Please try to provide as much notice as possible in the case of date sensitive events.
Once completed, email the form to enquiries@birleysecondaryacademy.co.uk and a member of academy staff will be in touch.

The Birley Academy

Parent and Carer form – Request for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS	
Name of child	Tutor Group
Name of Parent/Carer	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent/Carer signature	
Parent/Carer contact details Phone number: Email address:	

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	
Headteacher signature	
Date	

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Website: www.birleysecondaryacademy.co.uk