



HEBBURN

Comprehensive School

Relationship and Sex and Health Education Policy

Review Period	Recommended Annually		
Date of next review	Spring Term 2025	Author	A Phillips
Type of Policy	Statutory	Approval Status	Governing Body, Individual Governor or Head Teacher
Signed by:			
Head Teacher	Mr D Thompson	Date: 14 February 2024	
Chair of Governors	Cllr A Ellison	Date: 14 February 2024	

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Statement of Intent

At Hebburn Comprehensive School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

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

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils make informed choices
- To inform pupils of how and when to seek support and guidance

2. Legal Framework

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hebburn Comprehensive School we teach RSE as set out in this policy.

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

- Equality Act 2010
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

This policy operates in conjunction with the following school policies:

- Behaviour and Rewards Policy
- SEND Policy
- E-safety Policy

- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Cyberbullying Policy
- Online Safety Policy
- Preventing Extremism and radicalisation Policy

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on this policy and the curriculum offer via email
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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 pupils, 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.

5. Curriculum

- All schools providing secondary education are required to deliver statutory RSE and all state funded schools are required to deliver health education.
- For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- For the purpose of this policy, **“health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- The curriculum will proactively address issues in a timely way in line with current evidence on pupil’s physical, emotional and sexual development.
- RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

- Teaching of the curriculum reflects 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.
- The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- All teaching and resources are assessed by the RSE and PHSE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and Acceptable Terms of Use Agreement.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will talk about the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The procedures for assessing pupil progress are outlined in section 13 of this policy.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the experiences, needs and feelings of pupils. If pupils 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.

Curriculum Links

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

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

Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives. **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

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 provision, please refer to the curriculum map and topics covered at the end of this policy.

6. Delivery of RSE

- The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum.
- The RSE and health education subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.
- Pupils also receive stand-alone sex education sessions delivered by a trained staff.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Ground rules will be set within the classroom and, if a need arises, a pupil will be given the option to use a brief time out.

7. Roles and Responsibilities

7.1 The Governing Body

- The governing board will approve the RSE policy and hold the headteacher to account for its implementation.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

7.2 The Head Teacher

The overall implementation of this policy.

- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

7.3 The Member of SLT with Responsibility for RSE

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSE
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject by facilitating access to appropriate training
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

7.4 DSL

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

7.5 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the member of the SLT with responsibility for RSE_about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the member of the SLT with responsibility for RSE

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL, following the school's safeguarding procedures.
- Providing an inclusive approach to their lesson delivery.

7.6 The SENCO

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

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 headteacher/member of the SLT with responsibility for SRE

Member of the SLT with responsibility for SRE: Mrs Angeline Phillips, Head of Science: Mrs D Pullen, Head of RE: Mrs C Sharp, PSHE Co-Ordinator: Mrs A Spark.

7.7 Pupils

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

8. Parents' Right to Withdraw

- 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. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programme. 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 headteacher.
- For requests concerning the withdrawal of a pupil with SEND, the Head Teacher may take the pupils' specific needs into account when making their decision.
- A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from sex education.
- As a school, we value the importance of RSE education for all and will discuss any requests for withdrawal with parents.

9. Training

- Training will be provided to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum
- Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum

10. Working with External Agencies

- Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to

assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well as the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

11. Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

➤ **Age ➤ Sex ➤ Race ➤ Disability ➤ Religion or belief ➤ Gender**
reassignment ➤ Pregnancy or maternity ➤ Marriage or civil partnership ➤
Sexual orientation

- The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the **SENCO** and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- The school will take steps to foster healthy and respectful child-to-child communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

- The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

12. Safeguarding and Confidentiality

- All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the **DSL** will be alerted immediately.
- Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.
- When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

13. Assessment Procedures

- The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.
- Lessons are planned to provide suitable challenge to pupils of all abilities.
- Assessments are used to identify where pupils need extra support or intervention.
- There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
 - Lesson observations
 - Learning Walks
 - Work scrutiny
 - Self-evaluations

14. Monitoring Arrangements

The delivery of RSE is monitored by Mrs A Phillips, the member of the SLT with responsibility for RSE, Mrs Annette Spark, PSHE coordinator and relevant Heads of subject.

The delivery will be monitored as part of the school SSE programme.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems if addressed as part of the curriculum.

This policy will be reviewed by Mrs A Phillips, the member of the SLT with responsibility for SRE annually. At every review, the policy will be approved by the headteacher and the governing body.

15. Monitoring and Review

This policy will be reviewed by the **Head Teacher** in conjunction with the **RSE and health education subject leader** on an **annual** basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the **Head Teacher**.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

The next scheduled review date for this policy is January 2025.

Appendix 1a: Relationships and sex education curriculum map – this may be subject to change to fit current/school specific issues.

Family	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
Pupils can:	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Recognise different types of committed, stable relationships.			✓				✓	✓	✓	✓	✓				✓	✓						✓		✓	✓	
Understand what marriage is and their importance for bringing up children									✓	✓	✓				✓	✓								✓	✓	
Identify why marriage is an important relationship choice for many couples									✓	✓	✓				✓	✓										
Have knowledge of the roles and responsibilities of parents with respect to raising of children									✓	✓	✓				✓	✓										
Identify and understand the characteristics of successful parenting.									✓	✓	✓				✓	✓										
Be able to judge when a family, friend, intimate or other relationship are unsafe			✓				✓	✓	✓	✓	✓											✓		✓	✓	
Understand how to seek help or advice, including reporting concerns about others.			✓				✓	✓	✓	✓	✓											✓		✓	✓	

Respectful relationships, including friendships	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Understand the legal rights and responsibilities regarding equality (be aware of the protected characteristics the Equality Act 2010)			✓				✓	✓	✓	✓	✓		✓	✓	✓	✓										
Be aware as an individual you can be expected to be treated with respect.			✓						✓	✓	✓	✓										✓	✓	✓	✓	✓
Understand that you should show respect to others Have tolerance of other people's beliefs.					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
The characteristics of positive and healthy friendships (in all contexts, sexual, Non-sexual and <u>online</u>) Trust, Respect, Honesty Kindness, Generosity Boundaries, Privacy Consent, The management of conflict, Reconciliation , Ending relationships.			✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
Understand different types of bullying (including cyberbullying)							✓	✓	✓	✓	✓		✓	✓	✓	✓						✓	✓	✓	✓	✓

Understand the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.							✓	✓	✓	✓	✓			✓	✓	✓						✓	✓	✓	✓	✓
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Respectful relationships, including friendships	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
Pupils can:	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Recognise that some types of behaviour within relationships are criminal, including <ul style="list-style-type: none"> • violent behaviour • Coercive control. 			✓				✓	✓	✓	✓	✓				✓	✓										
Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable			✓						✓	✓						✓									✓	✓
Understand the practical steps that you can take to improve or support respectful relationships							✓	✓	✓	✓	✓											✓	✓	✓	✓	✓
Understand how stereotypes, in particular those based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalize non-consensual behaviour or encourage prejudice)							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓

Online and media	Science					PSHE					RE					IT					Other (assembly/talk/handout)				
Pupils can:	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Be aware of individual's rights, responsibilities and opportunities online						✓	✓	✓	✓	✓			✓			✓		✓		✓	✓	✓	✓	✓	✓
Be aware of online risks						✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand how information and data is generated, collected, shared and used online.								✓	✓	✓						✓		✓	✓	✓	✓	✓	✓	✓	✓
Understand the risks of sharing material online provide material to others that they would not want shared further not to share personal material which is sent to them						✓	✓	✓	✓	✓						✓					✓	✓	✓	✓	✓
Understand that sharing and viewing indecent images of children (including those created by children) <ul style="list-style-type: none"> ○ Is a criminal offence ○ Carries severe penalties including jail. 			✓			✓	✓	✓	✓	✓											✓	✓	✓	✓	✓
Be aware of the difficulty of removing potentially compromising material placed online						✓	✓	✓	✓	✓						✓					✓	✓	✓	✓	✓
Identify what and where to go to report material or manage issues online						✓	✓	✓	✓	✓						✓					✓	✓	✓	✓	✓
Understanding that e.g. pornography presents a distorted picture of sexual behaviours								✓	✓	✓															

Online and media	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
Pupils can:	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	
Be aware that pornography									✓	✓	✓															
i) Negatively affect how individuals behave towards sexual partners.																										
ii) can damage the way people see themselves in relation to others																										

Being safe	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
Pupils can:	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Understand the concepts of, and laws relating to, <ul style="list-style-type: none">○ sexual consent,○ sexual exploitation,○ abuse,○ grooming,○ coercion,○ harassment,○ rape,○ domestic abuse,○ forced marriage,○ honour-based violence○ FGM			✓					✓	✓	✓	✓				✓	✓										
Understand how the above can affect current and future relationships			✓					✓	✓	✓	✓															
Understand people can actively communicate and recognise consent from others, including sexual consent			✓				✓	✓	✓	✓	✓															
Understand how and when consent can be withdrawn (in all contexts, including online)			✓				✓	✓	✓	✓	✓				✓	✓										

Intimate and sexual relationships, including sexual health	Science						PSHE					RE					IT					Other (assembly/talk/handout)				
	7	8	9	10	11		7	8	9	10	11	7	8	9	10	11	7	8	9	10	11	7	8	9	10	11
Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships	✓			✓	✓				✓	✓	✓															
Understand that our <ul style="list-style-type: none"> ○ physical ○ emotional ○ mental, ○ sexual and reproductive health ○ wellbeing can be affected by choice in relationships 			✓	✓					✓	✓	✓															
Understand that they have a choice to delay sex or to enjoy intimacy without sex			✓	✓					✓	✓	✓															
Be aware of and understand how a range of strategies can be used to managing sexual pressure including <ul style="list-style-type: none"> ○ understanding peer pressure, ➤ resisting pressure ○ pressurising others. 			✓	✓				✓	✓	✓	✓															
Be aware of how the use of alcohol and drugs can lead to risky sexual behaviour.			✓	✓			✓	✓	✓	✓	✓											✓	✓	✓	✓	✓
Be aware of the full range of contraceptive choices/options available				✓	✓					✓	✓															
Understand how risk can be reduced through safer sex (including through condom use)				✓	✓					✓	✓															

Intimate and sexual relationships, including sexual health	Science						PSHE						RE						IT						Other (assembly/talk/handout)					
Pupils can:	7	8	9	10	11		7	8	9	10	11		7	8	9	10	11		7	8	9	10	11		7	8	9	10	11	
Understand how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted	✓		✓	✓	✓					✓	✓																			
Knowledge of the impact STIs can have on those who contract them and how they are treated.				✓	✓					✓	✓																			
The facts about reproductive health including the menopause									✓	✓																				
Understand potential impact/barriers of lifestyle on fertility for men and women									✓	✓	✓																			
Understand that there are choices in relation to pregnancy including <ul style="list-style-type: none"> ○ keeping the baby, ○ adoption, abortion and where to get further help 									✓	✓																				
Be aware of the facts around pregnancy including miscarriage									✓	✓																				
Understand how to get further advice, including how and where to access confidential sexual reproductive health, advice and treatment									✓	✓																				

Appendix 1b: Health education curriculum map – this may be subject to change to fit current/school specific issues.

Physical Health & Fitness	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Recognise the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓	✓	✓	✓	
Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	✓	✓	✓	✓	✓		✓	
Recognise the risks associated with an inactive lifestyle (including obesity).	✓	✓	✓	✓			✓	
Know how and when to seek support including which adults to speak to in school if they are worried about their health	✓	✓		✓	✓	✓	✓	✓

Healthy Eating	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Understand what constitutes a healthy diet (including understanding calories and other nutritional content).	✓	✓		✓			✓	✓
Understand the principles of planning and preparing a range of healthy meals.	✓	✓				✓	✓	✓
Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	✓	✓		✓		✓	✓	✓
Drugs, Alcohol & Tobacco	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.	✓	✓		✓			✓	✓

Health and Prevention	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Recognise the early signs of physical illness, such as weight loss, or unexplained changes to the body.	✓	✓					✓	✓
Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓			✓				✓
Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	✓			✓				✓
Understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		✓		✓				✓
Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓						✓
Understand the facts and science relating to immunisation and vaccination		✓						✓

Basic First Aid	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Understand how to make a clear and efficient call to emergency services if necessary.	✓	✓					✓	✓
Understand the concepts of basic first aid, for example dealing with common injuries, including head injuries.	✓	✓						✓

Changing Adolescent Body	Curricular		Extra-Curricular					
Pupils can:	Discrete PSHE/ Citizenship	Cross-Curricular Links	Clubs and Activities	Assembly	School Council	Community Links	Charities and Projects	Other
Understand the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	✓	✓						✓
Understand about menstrual wellbeing including the key facts about the menstrual cycle.		✓						

Key Stage 3 RSE sessions (in addition to PSHE)

Year 7

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1	Consent	R1, R2, R7, R9, R10, R13, R14, R17, R18, R24, R26, R27	<ul style="list-style-type: none"> • about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • the importance of trust in relationships and the behaviours that can undermine or build trust • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • how to seek, give, not give and withdraw consent (in all contexts, including online) • that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected • that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
Lesson 2	Positive relationships	H3, H30, H31, R1, R2, R3, R4, R5, R7, R8, R14, R17, R18, R23, R24	<ul style="list-style-type: none"> • indicators of positive, healthy relationships and unhealthy relationships, including online • how the media portrays relationships and the potential impact of this on people's expectations of relationships • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • about family relationships—different types and why we don't always get along • conflict resolution

Year 8

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1	Respectful relationships	H3, H30, H31, R1, R2, R3, R4, R5, R7, R8, R14, R17, R18, R23, R24	<ul style="list-style-type: none"> • How social constructs around gender can contribute to sexist and homophobic attitudes, unreasonable expectations, and gender inequality. • The importance of enthusiastic consent and to respect others' autonomy at all times. • Different levels of sexual harassment, from 'just a joke' banter that constitutes harassment, through to more overt examples of catcalling and physically invading personal space.
Lesson 2	Consent (include forced marriage and FGM)	H22, R2, R6, R1, R9, R10, R11, R12, R24, R25, R27, R28, R29, R30, R31	<ul style="list-style-type: none"> • the risks and facts associated with FGM, its status as a criminal act and how to access support • indicators of positive, healthy relationships and unhealthy relationships, including online • the importance of trust in relationships and the behaviours that can undermine or build trust • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships • that everyone has the choice to delay sex, or to enjoy intimacy without sex
Lesson 3	Diversity in relationships and gender identity	R1, R3, R4, R5, R6, R7, R8, R36, R39, R40, R41	<ul style="list-style-type: none"> • about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • the difference between biological sex, gender identity and sexual orientation • to recognise that sexual attraction and sexuality are diverse

			<ul style="list-style-type: none"> • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children • the impact of stereotyping, prejudice and discrimination on individuals and relationships • about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • the need to promote inclusion and challenge discrimination, and how to do so safely, including online
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Year 9

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1	Respectful, intimate relationships	R8, R7, R2, R9, R10, R11, R12, R3, R4, R5, R13, R14, R24, R25, R26, R27, R28, R29, R30, R31, R37, R40, R41, R44	<ul style="list-style-type: none"> • How pornography is made for the 'male gaze'. • Recognising and seeking help for pornography addiction. • The impact of non-consensual sharing of intimate images. • Privacy, sex shaming, revenge porn and victim blaming. • Misogyny and stereotypes in pornography. • The importance of consent and open conversations about sexual needs • the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
Lesson 2	Contraception + choices in sex (delay, different relationships) STIs (access to health care)	H35, H36, R32, R33, R34	<ul style="list-style-type: none"> • the communication and negotiation skills necessary for contraceptive use in healthy relationships • the risks related to unprotected sex • the consequences of unintended pregnancy, sources of support and the options available • about the purpose, importance and different forms of contraception; how and where to access contraception and advice • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

Lesson 3	Health checks and personal responsibility	H19, H20, H21	<ul style="list-style-type: none"> • the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3) • the purpose of vaccinations offered during adolescence for individuals and society • strategies for maintaining personal hygiene, including oral health, and prevention of infection • how to access health services when appropriate
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Key Stage 4 RSE sessions (in addition to PSHE)

Year 10

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1 and 2	Positive relationships and consent	R1, R3, R6, R11, R17, R20, R21	<ul style="list-style-type: none"> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. strategies to manage the strong emotions associated with the different stages of relationships. ways to access information and support for relationships including those experiencing difficulties. to recognise the impact of drugs and alcohol on choices and sexual behaviour the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
Lesson 3	Sex relationships and	R1, R2, R6, R21, R11	<ul style="list-style-type: none"> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. the role of pleasure in intimate relationships, including orgasms about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. strategies to manage the strong emotions associated with the different stages of relationships. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

Year 11

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1	Consent, sexual harassment, and unwanted attention	R16, R14, R18, R19, R28, R29, R30, R31, R33	<ul style="list-style-type: none"> the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks the legal and ethical responsibilities people have in relation to online aspects of relationships to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help ways to access information and support for relationships including those experiencing difficulties about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online to recognise when others are using manipulation, persuasion or coercion and how to respond the law relating to abuse in relationships, including coercive control and online harassment to recognise when a relationship is abusive and strategies to manage this the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
Lesson 2	Relationship break downs	R7, R11, R12, R13, R17,	<ul style="list-style-type: none"> strategies to manage the strong emotions associated with the different stages of relationships to safely and responsibly manage changes in personal relationships including the ending of relationships ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them ways to access information and support for relationships including those experiencing difficulties

			<ul style="list-style-type: none"> • strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
Lesson 3	Positive and negative online relationships	R16, R14, R18, R19, R28, R29, R30, R31, R33	<ul style="list-style-type: none"> • the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks • the legal and ethical responsibilities people have in relation to online aspects of relationships • to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help • ways to access information and support for relationships including those experiencing difficulties • about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online • to recognise when others are using manipulation, persuasion or coercion and how to respond • the law relating to abuse in relationships, including coercive control and online harassment • to recognise when a relationship is abusive and strategies to manage this <ul style="list-style-type: none"> • the skills and strategies to respond to exploitation, bullying, harassment and control in relationships •

Appendix 2: By the End of Secondary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Letter to Parents Regarding RSE and Health Education

RE: RSE and health education at Hebburn Comprehensive School

Dear Parent

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's **RSE and Health Education Policy**, which can be accessed on our school website www.hebburn.net, or in hard copy via our **school office**.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted using the form on the school website to myself, the **Head Teacher**, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely

Mr D Thompson
Head Teacher

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	