The Chantry School

Relationships and Sex Education Policy

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1 Aims

At The Chantry School, our vision is that every learner experiences an education that has lifelong benefit, enabling them to be happy, healthy and successful, and equipping them with the knowledge, skills and confidence needed for adult life.

Our approach to Relationships, Sex and Health Education (RSHE) is underpinned by our commitment to *Every Classroom, Every Child: Teaching with Connection*. We believe that strong, respectful relationships, a sense of belonging, and an inclusive learning environment enable all young people to thrive.

Through RSHE, we aim to:

• Foster a culture of belonging where every pupil feels valued, respected and able to contribute positively to the school community.

• Develop pupils' understanding of healthy, respectful and positive relationships, recognising that warm and respectful relationships are the foundation upon which learning, wellbeing and success are built.

• Equip pupils with the knowledge, skills and confidence to make informed decisions about their physical health, mental wellbeing, relationships and future choices.

• Support pupils to develop self-respect, resilience, empathy and emotional literacy, enabling them to build positive relationships with others and navigate life's challenges successfully.

• Provide a safe, inclusive and supportive framework in which sensitive and age-appropriate discussions can take place.

• Promote equity and inclusion by ensuring all pupils, including those who are disadvantaged, vulnerable or have SEND, can access a high-quality RSHE curriculum that meets their needs.

• Help pupils recognise, understand and celebrate diversity, whilst promoting respect, equality and dignity for all members of society.

• Prepare pupils for puberty, adolescence and adulthood by developing their understanding of physical, emotional and social development, including the importance of personal hygiene and healthy lifestyles.

• Enable pupils to recognise and manage risk, including risks associated with unhealthy relationships, peer influence, exploitation and online activity.

• Support pupils to understand personal boundaries, consent, respect and the characteristics of healthy relationships, both online and offline.

• Ensure pupils know how, when and where to seek help and support for themselves or others, and understand the importance of speaking to trusted adults when concerns arise.

• Teach pupils the correct and appropriate vocabulary to describe their bodies, feelings, relationships and experiences, supporting effective communication and safeguarding.

• Foster a shared language and understanding between pupils, staff and parents/carers that encourages open, respectful and informed discussion about relationships, health and wellbeing.

Through quality first teaching, consistent expectations and strong relationships, we seek to ensure that every pupil develops the knowledge, understanding and character needed to lead safe, healthy, respectful and fulfilling lives.

2 Statutory Requirements and Guidance

As a secondary academy, The Chantry School is required to provide Relationships and Sex Education (RSE) to all pupils under Section 34 of the Children and Social Work Act 2017.

In teaching Relationships, Sex and Health Education (RSHE), the school is required to have regard to the statutory guidance issued by the Secretary of State under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996, as set out in the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (as amended and updated from time to time).

This policy has been developed with regard to the following legislation and guidance:

- Children and Social Work Act 2017
- Education Act 1996, including Sections 403, 406 and 407
- Education Act 2002
- Education and Inspections Act 2006

Equality Act 2010

• The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not

• The Human Rights Act 1998

• Keeping Children Safe in Education (KCSIE) (current edition)

• Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (current edition)

• The Special Educational Needs and Disability Code of Practice: 0–25 years

As an academy, the school is also required to fulfil the obligations set out within its Funding Agreement and to deliver a broad and balanced curriculum that promotes the spiritual, moral,

cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

At The Chantry School, RSHE is delivered within a framework that promotes inclusion, respect, safeguarding, equality and pupil wellbeing, reflecting both statutory requirements and the school's ethos of *Every Classroom, Every Child: Teaching with Connection*.

3 Policy Development

This policy has been developed in consultation with staff, pupils, parents/carers and governors, reflecting The Chantry School's commitment to fostering a culture of belonging, respect and partnership. In line with our ethos of *Every Classroom, Every Child: Teaching with Connection*, we believe that effective Relationships, Sex and Health Education (RSHE) is strengthened through meaningful engagement with the whole school community.

The consultation and policy development process included:

• Review of statutory guidance and best practice – the Assistant Headteacher responsible for Personal Development reviewed relevant legislation, statutory guidance and local context to ensure the policy reflects current requirements and the needs of our pupils.

• Staff consultation – staff were provided with opportunities to review the policy and contribute feedback, ensuring that the policy reflects the school's values, safeguarding responsibilities and curriculum priorities.

• Parent and stakeholder consultation – parents/carers were invited to contribute their views through a school survey and were offered the opportunity to attend an online consultation forum to discuss the proposed policy and curriculum content. Feedback received has informed the development of the policy.

• Pupil consultation – pupil voice has been gathered through the Whole School Council, enabling pupils to share their views on the knowledge, skills and support they need from the RSHE curriculum. This ensures that the curriculum remains relevant, inclusive and responsive to the experiences of young people.

• Governor oversight and ratification – following consultation and any subsequent amendments, the policy was presented to the Governing Body for review and ratification.

The school will continue to review its RSHE provision regularly and will seek the views of pupils, parents/carers, staff and governors as part of its ongoing quality assurance and policy review processes.

4 Curriculum

At The Chantry School, Relationships, Sex and Health Education (RSHE) forms part of a wider Personal Development curriculum and contributes to our vision of *Every Classroom, Every Child: Teaching with Connection*. We believe that high-quality RSHE helps pupils to develop

the knowledge, understanding, skills and character needed to lead safe, healthy, respectful and fulfilling lives.

Our RSHE curriculum is informed by the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and is designed to meet the needs of our pupils within the context of our school community. The curriculum is reviewed regularly to ensure it remains relevant, responsive and reflective of emerging local and national priorities.

In line with our commitment to equity, inclusion and safeguarding, curriculum content is informed by:

• Statutory requirements and current Department for Education guidance.

• School-level data, including safeguarding trends, attendance information, wellbeing concerns, behaviour data and pupil voice.

• Regular consultation between the Assistant Headteacher responsible for Personal Development and the Designated Safeguarding Lead to identify emerging themes, risks and areas of need within the school community.

• Local contextual factors and public health information relevant to our rural community.

• Feedback from pupils, parents/carers, staff and governors.

• National safeguarding priorities and emerging issues affecting young people, particularly in relation to online safety, healthy relationships and mental wellbeing.

RSHE is delivered through a planned and progressive curriculum that builds knowledge and understanding over time. Learning is carefully sequenced to ensure content is age-appropriate, inclusive and responsive to pupils' developmental needs.

The RSHE curriculum is delivered primarily through PSHE lessons but is reinforced through the wider life of the school. Opportunities to develop understanding of relationships, health, wellbeing, safety, respect and personal responsibility are also provided through:

• Tutor time activities.
• Assemblies and wider Personal Development provision.
• The Science curriculum, including statutory content relating to reproduction and human development.
• Safeguarding education and online safety programmes.
• Enrichment opportunities, external speakers and themed events.
• Everyday interactions, pastoral support and the school's wider culture and ethos.

Consistent with our commitment to belonging and relationships, all staff play a role in modelling the values, behaviours and respectful relationships that underpin effective RSHE.

The curriculum focuses on developing pupils' understanding of:

- Families and supportive relationships.
- Respectful relationships, including friendships.
- Equality, diversity and inclusion.
- Online relationships, media literacy and digital safety.
- Personal safety, consent and recognising harmful behaviours.
- Physical health and healthy lifestyles.
- Mental health and emotional wellbeing.
- Intimate and sexual relationships, including sexual health.
- Preparing for adult life, including making informed decisions and accessing support.

All RSHE teaching takes place within the context of respect, inclusion and safeguarding. We recognise that pupils at The Chantry School come from a diverse range of family structures and backgrounds, and we ensure that teaching reflects and respects this diversity. No pupil will be disadvantaged or stigmatised because of their family circumstances, identity, beliefs or lived experiences.

The Chantry School is committed to ensuring that RSHE is accessible to all pupils, including those with SEND. Teachers adapt content, resources and approaches where necessary to ensure that all learners can engage meaningfully with the curriculum and achieve its intended outcomes.

Further information about the content and sequence of learning within each year group can be found in the school's RSHE Curriculum Overview (Appendix 1).

5 Delivery of RSE

At The Chantry School, Relationships and Sex Education (RSE) is delivered as part of our wider Personal Development curriculum but primarily through Personal, Social, Health and Economic Education (PSHE). The PSHE curriculum includes a range of planned rotations, including RSE, Health education, Careers education, Fundamental British Values and Financial Education.

From September, RSE will be delivered through a specialist model. This represents a development in our approach, moving from delivery by form tutors to delivery by a trained team of RSE specialist staff. This model ensures that sensitive and statutory content is taught by staff with appropriate training, confidence and subject knowledge, while still maintaining the importance of positive relationships and pastoral support.

RSE lessons will be delivered during timetabled PSHE lessons, which take place once a fortnight and are 60 minutes in length. During each RSE rotation, specialist RSE staff will teach the planned sequence of lessons to the relevant year groups. Members of the specialist team

will receive external training, including training provided by Brook, to support high-quality, age-appropriate and inclusive delivery.

The delivery team will also include two trained teaching assistants, one with a focus on Key Stage 3 and one with a focus on Key Stage 4. Their role will support accessibility, inclusion and consistency, particularly for pupils who may require additional guidance or adapted support.

Although RSE is taught primarily through PSHE lessons, we recognise that high-quality RSHE requires reinforcement beyond discrete curriculum lessons. Therefore, during each year group's RSE rotation, learning will be complemented through the wider Personal Development and pastoral curriculum. This may include:

- Tutor time activities delivered by form tutors.
- Year group assemblies linked to key RSE themes.
- Additional pastoral input where school data or safeguarding information identifies a need.
- External speakers, theatre groups, workshops or other enrichment opportunities.

Form tutors will continue to play an important role in reinforcing key messages, supporting discussion and promoting pupils' sense of belonging. During an RSE rotation, tutor time activities will be planned to complement the content being delivered in PSHE lessons. This may include approximately two 30-minute tutor time sessions per week during the relevant half term, depending on the needs of the year group and the planned curriculum sequence.

Where appropriate, year group assemblies will be used to reinforce core messages, respond to emerging themes and support consistency across the year group. The school will also aim to provide each year group with at least one additional enrichment opportunity each year, such as an external speaker, workshop or performance, to deepen pupils' understanding and engagement.

This blended model ensures that RSE is delivered by trained specialists while remaining embedded within the wider life and ethos of the school. It reflects our commitment to *Every Classroom, Every Child: Teaching with Connection* by combining high-quality teaching, strong pastoral relationships, inclusive practice and a whole-school culture of respect, safety and belonging.

6 Roles and Responsibilities

The Governing Body

The Governing Body will:

• Approve the RSHE policy.
• Monitor the effectiveness of the policy and its implementation.
• Hold the Headteacher to account for ensuring that statutory requirements are met.
• Ensure that RSHE is delivered in a way that reflects the school's values, promotes inclusion and meets the needs of all pupils.

The Headteacher

The Headteacher, Mrs Clear, is responsible for:

• Ensuring that RSHE is delivered consistently and effectively across the school.
• Ensuring that staff receive appropriate training and support to deliver RSHE.
• Monitoring the quality of RSHE provision.
• Managing requests from parents/carers regarding withdrawal from the non-statutory elements of sex education (see Section 8).
• Ensuring that RSHE is delivered in line with statutory guidance, safeguarding requirements and the school's ethos.

The Assistant Headteacher Responsible for Personal Development

The Assistant Headteacher responsible for Personal Development, Miss Palmer, will:

• Lead the strategic development, implementation and review of the RSHE curriculum.
• Ensure that curriculum content remains responsive to pupil need, safeguarding priorities, local context and statutory requirements.
• Coordinate curriculum planning, staff training and quality assurance.
• Work closely with the Designated Safeguarding Lead (DSL) to identify emerging issues and adapt provision where appropriate.
• Monitor the impact and effectiveness of RSHE through pupil voice, staff feedback and curriculum evaluation.

Staff

All staff have a responsibility to promote the school's values of respect, inclusion, belonging and positive relationships.

Staff involved in the delivery of RSHE are responsible for:

• Delivering RSHE in a sensitive, inclusive and age-appropriate manner.
• Creating a safe and supportive learning environment where pupils feel able to engage in discussion and ask questions.
• Preparing and adapting learning materials to meet the needs of pupils, including those with SEND.
• Modelling positive attitudes and respectful relationships.
• Monitoring pupil engagement and progress.

• Responding appropriately to safeguarding concerns in accordance with the school's safeguarding procedures.
• Seeking support and guidance where required.

Core RSE lessons are delivered by trained members of the school's specialist RSHE team. Staff delivering RSE receive appropriate training, including external specialist training where appropriate, to ensure that content is delivered accurately, confidently and sensitively.

Form tutors play an important complementary role in reinforcing key learning through tutor time activities and wider pastoral support. They contribute to the school's whole-school approach to RSHE by promoting respectful relationships, wellbeing, belonging and positive behaviour.

Staff do not have the right to opt out of teaching RSHE as part of their professional responsibilities. Any member of staff who has concerns about delivering RSHE should discuss these with their line manager, Head of Year, a member of the Leadership Team or the Assistant Headteacher responsible for Personal Development.

Parents and Carers

Parents and carers are the primary educators of their children and play a vital role in supporting their learning about relationships, health and wellbeing.

The school is committed to working in partnership with parents and carers by:

• Providing information about the RSHE curriculum.
• Consulting with parents and carers on the development and review of the policy.
• Responding to questions and concerns in an open and constructive manner.
• Supporting parents and carers to continue conversations about relationships, health and wellbeing at home.

Information regarding parents' rights to request withdrawal from specific elements of sex education can be found in Section (insert number here) of this policy.

Pupils

Pupils are expected to:

• Follow established ground rules for discussion within RSHE which are underpinned by the 3 R's of Ready, Respectful and Responsible
• Contribute positively to a culture of belonging where every member of the school community feels valued, respected and able to thrive.
• Demonstrate the school's values through kindness, empathy, respect and responsible decision-making.
• Support others by recognising when a peer may need help and seeking support from a trusted adult where appropriate.

• Seek support from a trusted adult where they have concerns about their own wellbeing or the wellbeing of others.

7 Parents right to withdraw

The Chantry School recognises that parents and carers are the primary educators of their children and values the important role they play in supporting learning about relationships, health and wellbeing. We are committed to openness and transparency regarding our RSHE curriculum. Prior to the delivery of RSE, parents and carers will be provided with information about the content to be taught, including an overview of the topics and learning objectives for the relevant year group. This enables parents and carers to support and reinforce learning at home and continue age-appropriate conversations with their child.

Any parent or carer who would like further information about the curriculum content is encouraged to contact the school to discuss their questions or concerns.

Relationships Education and Health Education are statutory subjects. Parents and carers do not have the right to withdraw their child from these aspects of the curriculum.

Parents and carers also do not have the right to withdraw their child from any content taught as part of the National Curriculum for Science. This includes statutory content relating to human development, reproduction, puberty and reproductive health.

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of Relationships and Sex Education (RSE).

Before granting any request, the Headteacher (or a member of the Senior Leadership Team acting on their behalf) will meet with the parent/carer to discuss:

• The content and purpose of the curriculum.

• The benefits of receiving the education.

• Any concerns that the parent/carer may have.

• The potential implications of withdrawal for the pupil.

The school will seek to work in partnership with parents and carers to address concerns wherever possible and to ensure that decisions are made in the best interests of the young person.

Following these discussions, except in exceptional circumstances, the school will respect a parent's request to withdraw their child from the non-statutory sex education components of RSE up to and until three terms before the pupil turns 16 years of age.

After that point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for the pupil to receive the teaching during one of those three terms, in accordance with statutory guidance.

Requests for withdrawal must be submitted in writing using the form included in Appendix (insert number) of this policy and addressed to the Headteacher. A record of the request and any

subsequent discussions will be retained in accordance with the school's record-keeping procedures.

Where a pupil is withdrawn from non-statutory sex education, appropriate alternative educational provision will be provided for the duration of the lesson.

We believe that young people benefit from receiving accurate, age-appropriate and evidence-informed information from trusted adults. In an increasingly complex world, where pupils may encounter information from a wide range of sources including peers, social media and the internet, the school seeks to work in partnership with parents and carers to ensure that all pupils are equipped with the knowledge and understanding needed to keep themselves safe, healthy and informed.

8 Training and Development

At The Chantry School, the delivery of Relationships, Sex and Health Education (RSHE) is underpinned by our vision of *Every Classroom, Every Child: Teaching with Connection*. We believe that high-quality RSHE is achieved through strong relationships, expert subject knowledge, inclusive practice and consistently high standards of teaching.

In line with our commitment to Quality First Teaching, RSHE is delivered by appropriately trained staff who have the knowledge, confidence and skills required to teach sensitive content effectively. We recognise that all pupils deserve access to high-quality learning experiences and that effective teaching requires staff to understand the needs of their learners and adapt their practice accordingly.

The Assistant Headteacher responsible for Personal Development oversees the strategic development, implementation and quality assurance of RSHE provision. This includes undertaking regular professional development to ensure that curriculum content remains aligned with current statutory guidance, safeguarding requirements and emerging best practice.

Core RSHE lessons are delivered by a specialist team of trained staff. Members of the team receive dedicated training to support the delivery of age-appropriate, inclusive and evidence-informed content. This includes external specialist training, such as training provided by Brook, alongside ongoing professional development opportunities.

The school also has two trained teaching assistants who support the delivery of RSHE, with dedicated expertise in supporting pupils in Key Stage 3 and Key Stage 4. Their role helps ensure that learning is accessible to all pupils and reflects our belief that inclusion should be designed into everyday practice rather than viewed as an additional consideration. Consistent with our ethos that what is necessary for some is beneficial for all, staff adapt learning to meet the needs of pupils, including those with SEND and other identified vulnerabilities.

All staff involved in the delivery of RSHE receive ongoing support, curriculum guidance and opportunities for professional development. This helps to ensure consistency of approach, accuracy of information and responsiveness to emerging issues affecting young people.

The school is committed to creating a calm, respectful and inclusive learning environment in which sensitive topics can be explored safely. Staff are supported to establish clear expectations, facilitate respectful discussion and create classroom climates where all pupils feel valued, listened to and able to participate appropriately.

All staff receive regular safeguarding training in line with statutory requirements, including updates relating to child protection, online safety, harmful sexual behaviour, peer-on-peer abuse and other safeguarding issues relevant to RSHE. This ensures that all adults understand their responsibilities and are able to respond appropriately to concerns raised by pupils.

Where appropriate, the school may draw upon the expertise of external agencies and professionals to support curriculum development, staff training and pupil learning. Any external contributions will be carefully planned and quality assured to ensure that they complement the school's curriculum, safeguarding responsibilities and ethos.

Through ongoing training, quality assurance and reflective practice, we aim to ensure that all pupils experience high-quality RSHE that supports their wellbeing, promotes belonging and prepares them for the opportunities, responsibilities and experiences of adult life.

9 Inclusion, Equality and Diversity

At The Chantry School, inclusion is at the heart of our approach to Relationships, Sex and Health Education (RSHE). In line with our vision of *Every Classroom, Every Child: Teaching with Connection*, we are committed to ensuring that all pupils feel valued, respected, represented and able to access the curriculum regardless of their background, identity, ability or personal circumstances.

Our RSHE curriculum supports the school's wider commitment to equality, diversity and inclusion and contributes to our responsibilities under the Equality Act 2010, including the Public Sector Equality Duty. Through RSHE, pupils are supported to develop understanding, respect and empathy for others, preparing them for life in modern Britain and helping them to build positive relationships within a diverse society.

We recognise that pupils and families may hold a range of beliefs, values and perspectives relating to relationships, health and sexuality. The school respects these differences whilst ensuring that RSHE is delivered in accordance with statutory guidance, safeguarding responsibilities and the law. Teaching is conducted in a balanced, age-appropriate and respectful manner that encourages pupils to consider different viewpoints while promoting respect, dignity and inclusion for all.

The Chantry School recognises and celebrates the diversity of modern society. Diversity is reflected throughout the RSHE curriculum rather than being confined to individual lessons or topics. Where appropriate, teaching materials, examples and discussions will include a range of family structures, relationships, cultures, backgrounds and lived experiences. This includes, but is not limited to, single-parent families, adoptive families, foster families, families headed by

grandparents, same-sex parents and other family structures represented within contemporary society.

We are committed to ensuring that RSHE is fully accessible to all pupils, including those with special educational needs and disabilities (SEND). Consistent with our commitment to Quality First Teaching, staff adapt their teaching, resources and approaches to meet the needs of learners and remove barriers to participation wherever possible.

The delivery of RSHE is supported by trained staff and specialist teaching assistants who help to ensure that pupils receive appropriate support and access to learning. Adjustments may include adapted resources, additional scaffolding, pre-teaching of key vocabulary, alternative methods of communication and targeted support where required.

We believe that inclusion should be designed into everyday practice rather than viewed as an additional consideration. In line with our principle that what is necessary for some is beneficial for all, approaches used to support individual learners often enhance learning for all pupils.

Through an inclusive curriculum, positive relationships and high-quality teaching, we aim to create a culture of belonging in which every pupil feels safe, respected and able to thrive.

10 Safeguarding and Confidentiality

At The Chantry School, Relationships, Sex and Health Education (RSHE) is delivered within a strong safeguarding framework. We recognise that discussions relating to relationships, health, wellbeing and personal experiences may sometimes lead pupils to share information, ask sensitive questions or disclose concerns about themselves or others.

The safety and wellbeing of pupils is always the school's primary consideration. All staff are trained in safeguarding procedures and understand their responsibilities to respond appropriately to any concerns that may arise during lessons or related activities.

RSHE lessons are delivered within a safe, respectful and supportive learning environment. Staff establish clear ground rules to help pupils participate appropriately in discussions, respect the views of others and understand the boundaries of classroom discussion. Ground rules are used to support effective learning whilst reducing the likelihood of personal disclosures being made within whole-class settings.

Pupils are encouraged to discuss ideas, scenarios and issues in a general way rather than sharing personal experiences. Where pupils have questions or concerns relating to their own circumstances, staff will signpost them to appropriate sources of support outside of the lesson.

While staff will treat pupils with sensitivity and respect, they cannot offer unconditional confidentiality. If a pupil discloses information that gives rise to concerns about their safety, wellbeing or the safety of another person, staff have a duty to follow the school's safeguarding procedures.

Any safeguarding concerns identified through RSHE lessons will be recorded and reported in accordance with the school's Safeguarding and Child Protection Policy. This includes recording concerns through the school's safeguarding reporting system, CPOMS, and sharing information with the Designated Safeguarding Lead (DSL) or an appropriate safeguarding professional.

Pupils are reminded that support is available both within and beyond the school. Sources of support may include:

• Their form tutor.

• A trusted member of staff.

• Their Head of Year.

• Wellbeing Support team

• The Designated Safeguarding Lead or safeguarding team.

• External support organisations such as Childline or Kooth

Where appropriate, pupils will be signposted to additional support and guidance to help them access the information, advice and assistance they need.

Further information about the school's safeguarding procedures can be found in the Safeguarding and Child Protection Policy.

11 Monitoring, Evaluation and Review

The quality and effectiveness of RSHE is monitored and evaluated regularly to ensure that it remains relevant, responsive and aligned with the needs of pupils and the school's ethos of *Every Classroom, Every Child: Teaching with Connection*.

The Assistant Headteacher responsible for Personal Development has overall responsibility for monitoring the implementation and impact of the RSHE curriculum. Monitoring activities may include:

• Review and development of curriculum plans and schemes of learning.

• Quality assurance of lesson materials and resources.

• Learning walks and lesson visits.

• Pupil voice activities.

• Staff feedback and consultation.

• Evaluation of safeguarding, attendance, behaviour and wellbeing data to identify emerging needs and priorities.

• Review of parental feedback and consultation outcomes.

As part of the school's wider pastoral quality assurance processes, Heads of Year contribute to the monitoring of RSHE provision through:

• Learning walks.

• Pupil voice activities.

• Book and work scrutiny.

• Monitoring engagement and participation.

• Identifying emerging issues relevant to the wellbeing and personal development of pupils.

This process helps to ensure that the curriculum remains responsive to the needs of pupils, reflects local and national priorities, and continues to support positive outcomes for all learners.

RSHE is not formally assessed in the same way as academic subjects. However, staff use a range of strategies during lessons to check pupils' understanding, identify misconceptions and evaluate the effectiveness of the curriculum. These may include class discussion, questioning, reflection activities, scenario-based learning, retrieval activities and pupil feedback. Information gathered through these approaches helps staff to evaluate the impact of the curriculum, identify emerging themes and ensure that learning remains responsive to the needs of pupils and the wider school community.

The school will regularly review the effectiveness of its RSHE provision and seek the views of pupils, parents/carers, staff and governors as part of its ongoing commitment to continuous improvement.

This policy will be reviewed annually by the Assistant Headteacher responsible for Personal Development, or sooner if required by changes to legislation, statutory guidance or local need. Following review, the policy will be presented to the Headteacher and Governing Body for approval.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• 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

Online and media	• 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	• 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)

Intimate and sexual relationships, including sexual health	• 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

Appendix 2: 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	