



**ST PETER'S SCHOOL
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

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Reviewer: Associate Assistant Head Teacher (Jane Burniston)

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Document Control		
Edition	Issued	Changes from previous
1	Jan 2020	Reissue
2	Nov 2021	Minor changes
3	Nov 2022	Addition of reference to Student Equality and Diversity policy
4	Nov 2023	Minor amends in line with KCSIE changes

Consultation	
Parents	Via Parent panel meeting on 15/11/23
Governors	Via C & S meeting on 07/12/23
Students	Via Student Voice wk beg 04/12/23
Staff	All staff briefing and email 04/12/23

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> Child Protection and safeguarding Code of Conduct for All Adults Behaviour Anti-Bullying Student Equality and Diversity <p>Links to other documents:</p> <ul style="list-style-type: none"> Academies Act Children and Social Work Bill 2017. Digital Romance Report December 2017 Education Act 2002 Education and Inspection Act 2006 Equality Act 2010 Health-Related Behaviour Survey 2016 SHEU International technical guidance on sexuality education UNESCO It's just everywhere' Sexism in Schools Report December 2017 Keeping Children Safe in Education 2018 including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse. National Curriculum (DfE 2014) Not Yet Good Enough (Ofsted 2013) (report on PSHE) Programme of Study for PSHE Education (PSHE Association) 	<ul style="list-style-type: none"> All staff Governors Parents Head of PD PD Specialist teachers Designated Lead for Child Protection/Safeguarding

<p>RSE and Health Education Autumn 2020 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Sex and Relationship Education Guidance' (DfEE 2000) and Sex and Relationships Education for the 21st Century'. Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum) Sex Education Forum Guidance & Resources (Sex Education Forum) Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCIS Sexual Health Enquiry – Health and Social Care Committee Oct 2018 Sexual Health Improvement Framework 2013 Shhh....No Talking – LGBTQ Inclusive RSE in the UK 2016 The link between pupil health and wellbeing and attainment 2014 Public Health England This policy draws on and is informed by the following national and local documents: Transforming Children and young people's Mental Health Provision July 2018 Young People, Relationships and Sex – The New Norms (IPPR 2014)</p>	
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St Peter's School

Relationships and Sex Education Policy

1 Context

1.1 RSE in our school

In our school, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. RSE enables young people to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling our school's ethos which is Learn, Aspire, Exceed. We work together with our students to make sure every individual has the best chance of success, now and in the future.

1.2 Context of Wider PD

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We deliver RSE as part of our wider provision of Personal Development, which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values, are also relevant to our teaching in RSE.

The aims of RSE are further supported by interventions, extracurricular and enrichment activities we provide. For example, our pastoral support provision, the extra-curricular provision we offer e.g. Kite Club, DoE award, School Council, developing as a healthy school, social skills interventions e.g. Growth Mindset.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in schools act as positive role models for our students. All will take steps to ensure that our responses to all behaviours based on disrespect, ignorance, prejudice, fear or hatred and associated behaviour issues are addressed consistently, in line with our Behaviour Policy, Anti-bullying Policy and Student Equality and Diversity Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using Student voice groups and other evidence generated by students.

1.3 Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every student, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences

- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexuality
- explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of Sexually Transmitted Infections, for people of different sexualities
- have the skills and knowledge to access advice and support from local and national services, on and off-line.

2 Implementing our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

2.2 Equality

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PD lessons and beyond, so that all students see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in ways which are relevant to all, using examples of people with a variety of different sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, equality, marriage, sexuality, gender identity, online behaviours, sexual harassment and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views reflected back in the lessons.
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being met by the curriculum provision and our methods of delivery.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on 'Living in the wider world', 'Health and Wellbeing' and 'Relationships'.

2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocal relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'child-on-child' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). *All staff are aware of our Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team immediately.*

2.4 Consulting on our Policy

Before consultation activities, parents/carers, students and other stakeholders were given information about RSE and associated duties in accessible formats. They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE.

Some parents/carers and students have been consulted directly through Parent Panel.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

2.5 Development of the Policy

This policy has been developed in consultation with students, staff, governors and parents/carers. The needs of students and our community have also been taken in account.

All views expressed by students, staff, governors and parents/carers about the policy have been considered. Our consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the Head Teacher supported by discussion with the school governors, taking into account the needs of students and views of the school community.

3 Involving the Whole School Community

3.1 Working with Staff

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Students

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop **and** sustain healthy relationships, including intimate relationships, both on and off line. They will consider the physical aspects of intimate relationships, their emotions and how to manage them, and social aspects, such as positive and negative influences from friends.

AGE 11-13

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to learn more about pregnancy and associated choices.

They are often interested to explore the nature of sexual attraction and love

They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers. (In Cambs only 2% of Year 8 say they have ever had sex)

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

AGE 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambs only 13% of Y10 say they have ever had sex (HRBS 2022))

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students will need information about the positive aspects of healthy sexual relationships, including those who identify as LGBTQI+. They will need information about coercion and other forms of abusive relationships, including 'child on child' abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage students in progress/recall/assessment activities to establish their development needs
- We will ask students to reflect on their learning and set goals for future learning.
- We will consult students (e.g. through Student Council or other student groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.
- We will ask the pastoral team for their reflections on issues presented by students asking for support.

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the governors' meeting schedule for discussion and update. The policy will be available on the school's website.

It is the role of governors to ensure that:

- students make progress in RSE in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all

- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by letter of forthcoming RSE topics
- Inviting parents with concerns to learn more about the approach used in RSE and its content
- Informing parents/carers about PD/RSE programmes as their child joins the school via letter
- Providing supportive information about parents' role in RSE
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Head of PD, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Head of PD beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4 Curriculum Organisation

Our RSE Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum

RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PD does not separate delivery of RSE from Health Education and wider PD. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Respectful Relationships, including Friendships and Anti-bullying
- Safety and Risk, including e-safety
- Rights and Responsibilities
- Identity, Diversity and Community

RSE will be taught in PD through:

- designated lessons, teaching by specialist teachers, visiting speakers, drop down mornings.
- Other curriculum areas, especially Science, RE, PE and Computing.
- Enrichment activities, especially our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips, activities carried to support wellbeing in school, Kite Club.

Specific Units of Work on RSE are planned into our teaching programme every year in KS3 and KS4. As described in our Personal Development Curriculum Map.

The RSE curriculum will primarily be delivered by PD specialist teachers.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PD.

The Head of PD and SLT lead are responsible for reviewing and evaluating RSE. The Head of PD and SLT lead will report findings to the Senior Leadership Team and governors when required.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions students will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Group Agreements: RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice

Distancing Techniques: In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction*, case studies, and film clips to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Secondary Personal Development Framework to map out our provision in RSE. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBT+ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias e.g. towards a commercial product or religious/political view
- avoid racial, cultural, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

4.5 Safe and Effective Practice

In our school we have a clear Child Protection and Safeguarding Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (see Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the

student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PD.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

Sexually Active Students: If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will log the concern to inform the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services, **but we will encourage them to speak to their parents/carers.**
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

All staff are trained in safeguarding and receive regular updates in staff briefings, **lead by the DSL.** There is an annual safeguarding refresher CPD session and new staff are trained regardless of the timeliness of any previous training.

4.6 Assessment, Recording, Reporting

We have the same high expectations of the quality of students' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment. Lessons at the beginning and end of topics will include feedback activities.

The Head of PD will require staff to reflect on the effectiveness of learning in particular units of work.

5 Sex Education

5.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

We have consulted during this process with parents/carers, teachers, students and governors.

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the 'Intimate and Sexual Relationships' section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- *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.*
- *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).*

5.2 Delivery of the areas defined as 'Sex Education'

'Sex Education' will be delivered as part of PD. The content we have collectively defined as 'sex education' will not be taught as a separate subject, but it will be blocked into one theme to facilitate the right of parents to request withdrawal.

5.3 Right to be excused from Sex Education

Parents/carers will be given access to this policy through the school website. Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Any parent/carer who wishes to withdraw their child should, in the first instance, contact the Head of PD via the school email office@stpetershuntingdon.org to discuss the matter.

Before granting any such request the Head of PD and SLT lead will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a pupil is excused from 'sex education', we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16th birthday. We will work closely with the student to ensure that their needs are fully met.

6 Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the SLT lead. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, Head of PD, parents/carers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from 'sex education'.

7 Appendices

7.1 Our Personal Development Curriculum including RSE

Curriculum Map

Key Stage 3 Personal Development (PSHE Provision)

Year 7 - 2023-2024

Autumn Term

Resilience

Lesson Title	Key Questions
Resilience 1	How do I recognise and express different emotions in myself and others?
Resilience 2	Who or what helps me cope with changes I have experienced and what will help in the future?
Resilience 3	How can I respond positively to challenges and disappointment?

Health and Wellbeing Unit

Lesson Title	Key Questions
Puberty	How do I feel about my growing and changing body and why is positive body image important?

Periods	What attitudes do people have towards menstruation and how can people support menstrual wellbeing?
Alcohol Awareness	How might the use of alcohol and other drugs affect my relationships with family and friends?
Germs, Bacteria and Viruses	In what ways am I responsible for my personal hygiene?

Living in the Wider World

Lesson Title	Key Questions
Aspirational Students	What are my personal strengths?
How to budget our money?	Why might I want to or need to borrow money?
Digital Footprint	What is my digital footprint and how does it affect my online experiences.

Spring Term

Relationships

Lesson Title	Key Questions
Keeping good friendships	How do my relationships impact on my self-esteem and wellbeing?
Love and Relationships	How are different aspects of puberty affecting my relationships and physical and emotional wellbeing?
Bullying, Banter or Sexual Harassment	How does my behaviour impact on the wellbeing of others?
Cyberbullying	What are the features of online bullying and how can I respond?
Keep Safe and Positive Relationships	What are the features of positive relationships?
British Values – Personal Identity	Who or what might influence young people’s perception of their identity?

Health and Wellbeing

Lesson Title	Key Questions
Anger Management	How does my behaviour impact on the wellbeing of others?
What are Drugs?	What more do I need to know about the effects of different substances on the brain and body?
Healthy Lifestyle	What is a balanced diet and what are its benefits?
Mental Health	How do I know that other people care about me?
FGM and Breast Ironing	What is FGM and breast ironing?

Summer Term

Living in the Wider World

Lesson Title	Key Questions
Self-esteem	What circumstances might affect my self-esteem and in what ways?
Budgets	How can I look after my money daily?
Savings, Loans and Interest	How and why should I save?
Value for Money	Why is value for money different for different people?
Ethical Shopping	How do my personal financial choices affect myself and others, nationally and globally?
Resilient Student	How can I respond positively to challenges and disappointment?

Relationships

Lesson Title	Key Questions
Family Relationships	How are my friendships and family relationships changing?
Extremism	Who or what might influence young people's perception of their identity?
Good Manners	How do strong communication skills help me to build and maintain relationships?

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Year 8 - 2023-2024

Autumn Term

Relationships

Lesson Title	Key Questions
Safe Sex – Contraception	What do I understand about different forms of contraception and their effectiveness?
Safe Sex – Pornography	How can pornography affect real relationships?
Safe Sex – Sexting and Consent	What is a sexual image, why might someone share one and what are the risks?
Safe Sex – STIs	Which sexual behaviours pose greater risks for transmission of STI's and HIV/AIDS/HPV?
Body Image – Male Focus	How is the view of my body influenced and how can I maintain a positive body image?
Diversity	How can we show mutual respect and understanding for each other?

Living in the Wider World

Lesson Title	Key Questions
Democracy and Voting – Citizenship	Why is it important to vote in elections and how can voting influence public life?
Internet Safety – Online Grooming	Do I understand the idea of positive and negative risk online and offline?
Parliament	How does Parliament ensure that the decisions made by government are fair?
ICT Careers	Do I know the pathway that I would need to take for my chosen career?

Spring Term

Health and Wellbeing

Lesson Title	Key Questions
Vaping, Nicotine and Addiction	What are the effects of second-hand smoke?
Cancer Awareness	What is cancer and how might lifestyle choices prevent it occurring in adults?
Personal Safety and First Aid	Where are defibrillators located in my community and what skills do I need to use one?
Teenage Pregnancy and Parenting	How do condoms work to prevent pregnancy and the spread of STIs, HIV/AIDS/HPV?
Emotions and Self-Awareness	How do I recognise and express different emotions in myself and others?
Personal Development and Target Setting	What sort of exercise can I do and what do I enjoy, how does this support my mental wellbeing?
What is Mindfulness?	What are my personal strengths?
Why pursue a STEM career?	What are the benefits of a career in STEM? (Science, Technology, Engineering and Mathematics)
Personal and Dental Hygiene	How does poor personal hygiene affect me and my friends?
Mental Health	What support is available for different mental health issues?

Summer Term

Relationships

Lesson Title	Key Questions
British Values – Tolerance	Do I understand how to respond if I or others experience discrimination?
Domestic Conflict and Running Away	What causes conflict in relationships and how do we manage these safely?
Prejudice and Discrimination	How is difference a positive aspect of our society?

Living in the Wider World

Lesson Title	Key Questions
Careers – Communication Skills	How can I prepare and present myself well when going through a selection process?
Career – Teamwork	What are the skills I need to be an effective team worker?
Discrimination – Teens and the Media	What does it mean to be a citizen in my community?
Finance – Making Informed Decisions	How would I identify an exploitative money lender?
Finance – Income and Expenditure	What positive and negative risks are involved in making financial decisions?
How can we care for the environment?	Who cares for the environment and what is my contribution?
How is Tax spent?	How is public money raised and spent?
LGBTphobia	Why do we value justice, diversity, tolerance, respect, and freedom in our community?

Health and Wellbeing

Lesson Title	Key Questions
Managing my behaviour to achieve	How do I recognise, and if necessary, challenge, my core values and how do they influence my choices?
What would you do if?	What is my responsibility to help prevent law breaking?

Year 9 - 2023-2024

Autumn Term

Living in the Wider World

Lesson Title	Key Questions
NI and Income Tax	What do I understand about NI and Income Tax?

Skills for Work Environment	How do I learn to accept helpful feedback and to reject unhelpful criticism?
Budgeting and Saving	How do I create a budget?
Employability	What is a career?
Human Trafficking	What is abuse and where can I ask for help for myself or others?
Sustainability for All	Why is value for money different for different people?
Knife Crime	How does knife crime impact families and communities?

Health and Wellbeing Unit

Lesson Title	Key Questions
Developing Interpersonal Skills	How are my emotional responses changing and developing?
How are we protected from discrimination	How do prejudice and discrimination impact on the wellbeing of individuals and communities – socially, emotionally and physically?
Growth mindset to achieve	How has my own sense of identity changed?
Mental health and stress	How do I manage strong emotions and stress?
Drugs and the Law	How might the use of alcohol and other drugs affect my relationships with family and friends?
Vaccinations and Organ Donation x2	What is the importance and purpose of immunisation and vaccination?

Spring Term

Health and Wellbeing

Lesson Title	Key Questions
Acid Attacks	How would you help someone who has been attacked with acid?

Relationships

Lesson Title	Key Questions
Child Sexual Exploitation	What is CSE?
Domestic violence and abusive relationships	How might people behave in an unhealthy relationship?
Marriage	What civil and religious ceremonies and procedures mark marriage, civil partnerships, cohabitation and what is their legal status?
LGBT community	Can I recognise and challenge sexist, disablist and LGBTphobic language and behaviour?

Living in the Wider World

Lesson Title	Key Questions
The Silent Emergency	How might we recognise mental health conditions or symptoms of poor mental health?
How does the law treat young offenders	How might young people break the law?
Keeping financially savvy	What personal or economic changes might affect my financial decisions?
Self-discipline at school	What new demands will be placed on my skills to build and maintain relationships as I become more independent?
Navigating financial institutions	What sort of financial products might I need now and in the future?
Anti-social behaviour	What is my responsibility to help prevent law-breaking?
The right career for me	What are the choices available to me at the end of KS3/KS4?

Summer Term

Health and Wellbeing

Lesson Title	Key Questions
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Behaving to achieve

What are the benefits of being ambitious enterprising in all aspects of life?

Relationships

Lesson Title	Key Questions
Misogyny and Manosphere	Do I understand how peer groups may encourage or challenge bullying?
Body image – girls focus	Do my friends, family and the media make me feel positive about my body?
Peer pressure	Can I form and maintain positive relationships and recognise when negative relationships might need to change or end?
Stereotypes	Can I recognise stereotyping in the community and media?
Unhelpful thoughts	How do I recognise, and if necessary, challenge, my core values and how do they influence my choices?
Trust me – content	How do I evaluate the reliability and factual accuracy of information I access online?
Trust me – propaganda	What new contexts am I experiencing online and how can I keep myself safe?
Trust me - contact	How do peers influence me when I make decisions about risks and challenges?

Key Stage 4 Personal Development (PSHE Provision)

2023-2024

Year 10

Drop Down Days

Lesson Title	Key Questions
Gender and Trans Identity	How does feeling connected to friends, family and social groups affect my mental health?

Why do people become Extremists?	How can communities protect themselves from violent extremism and how could I respond to anything that causes me concern?
Forced and Arranged Marriages	What are honour based violence and forced marriage, who might be at risk and how can people get support?
Conflict Management	What constitutes an unhealthy relationship and what role does the imbalance of power play?
Hate Crime	How would I seek help if I am worried for myself or others?
Revenge Porn	Can I manage the legal and personal risks when being asked for or sharing intimate images of myself or others?
Why do we need an International Women's Day	How well do I understand the impact of prejudice and discrimination directed at myself or others and how confident do I feel in challenging it?
Health and Safety at Work	How can health and safety risks be minimised in my employment?
Why is Politics Important?	How does the Parliamentary democracy work and what are the powers of the government?
Free Press Media	How can we check the reliability of news and how does this affect the democratic process?
Exploring Human Rights	How have different freedoms and rights developed in the UK?
The Criminal Justice System	How might having a criminal conviction restrict my work, study, financial or travel opportunities?
Fake News and Critical Thinking	How do I evaluate the reliability and factual accuracy of online information and how would I respond?
Animal Rights and Sustainability	What different kinds or rights, obligations and responsibilities exist in the UK, including political, legal, human, social and moral?
Rights and Responsibilities in the workplace	What are my rights, responsibilities, attitudes, and values in relation to work and enterprise?
Independent Living	What skills do I need to maintain personal safety in situations where I am newly independent?
Sexism and Gender Prejudice	What are the terms for describing different sexual and gender identities and how can we show respect?

Pollution, Plastic, and our Environment	What are my responsibilities towards the environment and how can I contribute towards sustainability?
Globalisation	What do I understand about globalisation?
Multiculturalism	How are our identities affected by changes in society, now and in the past?
Extremism	How can communities protect themselves from violent extremism and how could I respond to anything that causes me concern?
Community Cohesion	How does community cohesion impact on my rights and responsibilities?
United Nations	How does the UK relate to Europe, The Commonwealth, The United Nations, and the wider world?
How do Trade Unions protect us at work	What are the rights and responsibilities of employers and employees?
Miscarriage and Unplanned Pregnancy	What are the options when a pregnancy is unwanted and what are possible consequences of different options?
Tattoos and Piercings	How can we recognise difference between groups of people, while we build on similarities?
Same sex Relationships	What are the possible features of a consensual sexual relationship?
Blood and Organ Donation	How may donating blood, organs, stem cells, etc benefit both the donor and the recipient?
Managing Grief and Bereavement	What emotions may be involved in managing loss and change?
Managing Social Anxiety	What changes in my life can I control, and which are out of my control? How do I feel about this?
Testicular Cancer	What is cancer and how might lifestyle choices prevent it occurring?
Study Skills	How can I maximise my chances when applying for education or employment opportunities?
Breast and Ovarian Cancer	How can I check for signs of illness and what should I do if I feel unwell?
Binge Drinking	What are the risks to my personal safety if I use alcohol to excess and how are different people affected?

Option Block Carousel

Lesson Title	Key Question
Relationships with Role Models	How do I ensure that I maintain a positive sense of identity?
Homelessness	What personal influence do I have now in my community and how could that change in the future?
Harassment and Stalking	What are emotional and physical abuse in relationships and families, and how can people respond?
Finance - Risking It	What are the different options for spending and borrowing money
Body Positivity	To what extent do I achieve a balanced healthy lifestyle?
Toxic Masculinity	How might people behave in an unhealthy relationship?
The Importance of Sleep	Why is sleep important for my body and how much do I need?
Cybercrime and Online Fraud	How can I keep my card details, PIN and identity safe?
How does Privilege affect us	How do I respond to difference and diversity in my community?
Personal Safety in the Wider World	What skills do I need to maintain my personal safety in situations where I am newly independent?
Internet Safety and the Dark Web	What new contexts am I experiencing online and how can I keep myself safe?
Digital Footprints	What is my digital footprint and how does it affect my online experiences?

Key Stage 4 Personal Development (PSHE Provision)

Year 11 - 2023-2024

Drop Down Days

Lesson Title	Key Questions
Anti-social Behaviour	How can we show mutual understanding and respect for each other?
Finance – Making the most of my Money	How might my emotions influence my financial decisions?
Overt and Covert Racism	How well do I understand the impact of prejudice and discrimination directed at myself or others and how confident do I feel in challenging it?
Crime, Gangs and County Lines	Why do people join gangs and what are the risks posed by gangs for individuals, families, and communities?
Gambling and Online Gaming	How does the gambling industry encourage gambling?
University and College	What are my career progression opportunities in education, training, and employment?
Perseverance and Procrastination	What helps me manage change and what doesn't help?
Relationship Break-ups	How can I identify and manage some of the influences and pressures on my relationships?
Bullying and Body Shaming	What effects does my body image have on my choices and behaviour?
Consent, Rape and Sexual Abuse	Do I understand the law about rape and its consequences for perpetrators?
CPR – First Aid	Where are the defibrillators located in my community and what skills do I need to use one?
Safe Sex and Chemical Sex	How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others?
What is Good Sex?	How can I delay sexual intimacy until I am sure I am ready?
Why do we take risks?	Can I evaluate information and how does this inform my decision making in risky situations?
Identity and Diversity	How can I show respect for different views, lifestyles, and beliefs?
Preparing for Job Interviews	How can I maximise my chances when applying for education or employment opportunities?

Option Block Carousel

Lesson Title	Key Questions
Fertility and Reproductive Health	How do lifestyle choices affect fertility, reproductive health, and the development of a foetus?
Managing Time Effectively	How can I learn from my mistakes in relation to education and employment?
Happiness and Positivity	How might exposure to violent imagery affect my personal safety and behaviour?
What is Parliament	How does Parliamentary Democracy work and what are the powers of the government?
Living Sustainably and my Carbon Footprint	What do I understand about globalisation?
Culture War	How do we recognise difference between groups of people, while we build on similarities?
Parenting	What are the experiences of young parents?
NHS Blood Donation	How may donating blood, organs, stem cells, etc benefit both the donor and the recipient?
Mental Health – Suicide	What people and services can I access to support my mental health and how can I identify the most appropriate for me?

Sixth Form PD Programme

Students in Years 12 and 13 continue with a diverse range of opportunities, including visiting speakers, workshops, assemblies and discussions. These are organised based on what is most relevant to address the needs of the students. We aim to ensure students have the information they need to make informed choices regarding economic well-being, careers and relationships. We promote good physical and mental health and ensure students know where to go for advice and support.

Although there is no specific time for PD built into the weekly timetable, the Sixth Form team work hard to plan and implement activities that develop students' understanding of how to keep safe and how to plan for the future.

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UCAS sessions for all year 13 students planning to apply to university
Students will:

- Receive IAG about university the process
- Receive help and advice of selecting appropriate courses
- Produce high quality personal statements
- Apply for university before the required deadlines

Mental Health support team looking at managing stress and Anxiety. Students will participate in discussions around mental health. They will consider triggers for poor mental health and look at their understanding of depression & anxiety. They will participate in activities designed to help them consider how to reduce their stress and anxiety and how to care for themselves and each other to ensure they have positive mental health.

Mental Health Ambassador Training Opportunity for students to train for a recognised award as a Level 2 Mental Health Ambassador and work with younger students in school

What Career Live/What University Live

Virtual Event – students will be expected to log on and will be given information how to do so.

Students will understand:

The different post 18 options available to them

The different types of sectors that deliver apprenticeships

The different courses available at university and the entry requirements needed

Acquire additional information on applying for universities or apprenticeships

Motivational Speaker All students will attend a session with a motivational speaker. They will have the opportunity to ask questions and get involved in the discussion.

Sexual assault ambassador training For students to understand the impact of sexual assault and harassment. Students will undertake a full day of activities including exploring services available to men and women who are sexually assaulted. Looking at the reasons people do not report sexual assault and harassment and what we can do to support people who have been sexually assaulted or harassed.

C-Card & Sexual health Students will attend a session learning about contraception. They will also discuss sexual health and look at STI's.

Apprenticeship Assembly Students will attend an assembly about Apprenticeships. They will learn about what type of jobs you can do via an apprenticeship. They will also have the opportunity to sign up for more specific sessions including police apprenticeships and how to sign up for an apprenticeship.

Breck Foundation Students will attend a session by the Breck Foundation about online safety to educate them on the dangers that children and young people face online from grooming, exploitation and abuse, as well as from exposure to inappropriate or harmful content.

On the ball Students will attend a session learning about testicular cancer. It will look at what the early indicators are. Who is most likely to get it and how to check regularly to ensure that any issues are found and addressed early.

Road safety Students will attend a presentation and discussion with members of the fire service and road policing team. They will learn about the risk of driving the fatal 4 and what to do if you have concerns about a driver. They will engage in discussions to ensure they understand the risk and what can be done to mitigate as many of them as possible.

Mental health Ambassador Students will have the opportunity to undertake mental health training. This will allow them to take on the role of mental health ambassador within the school, volunteering in the Chat Bar.

Cookery classes Year 13 will be given the opportunity to book into an optional session on how to cook on a budget.

Student Finance All year 13's going to university will attend a session regarding student finance. It will look at how to apply. There will also be a video uploaded onto the website for parents.

Is It Worth it? This is a presentation delivered by the police educational awareness team. It looks at awareness and understanding of consent as well as focusing on risk taking behaviours and the consequences of them, such as knife crime, drugs, CSE, CCE and the stages of grooming.

Boobettes The Boobettes will be visiting to deliver a talk on breast cancer. This will look at what the symptoms of breast cancer are, how both men and women can get breast cancer. It will look at how to check your breasts and what to do if you find a lump.

Budgeting at University

This will be a session looking at how to budget when you're at university.

UCAS Day This will allow all students to explore UCAS, they will be encouraged to set up a UCAS account and put basic information in.

They will have the opportunity to consider different courses and look at the different types of universities.

UCAS Exhibition All Year 12 students will attend the UCAS Exhibition to look at different universities. This includes Russell Group universities as well as city and Campus universities. Students will have the opportunities to explore courses available at different universities.

University Open Day All Year 12 Students will go to an open day at Nottingham Trent university. This will allow them to be in a university environment and see what it is like. They will have a campus tour and be able to look at accommodation. They will also look at different departments and gain more information about the courses available.

7.2 Linked National Documents

RSE and Health Education

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21st Century’.

Equality Act 2010

Keeping Children Safe in Education

7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.