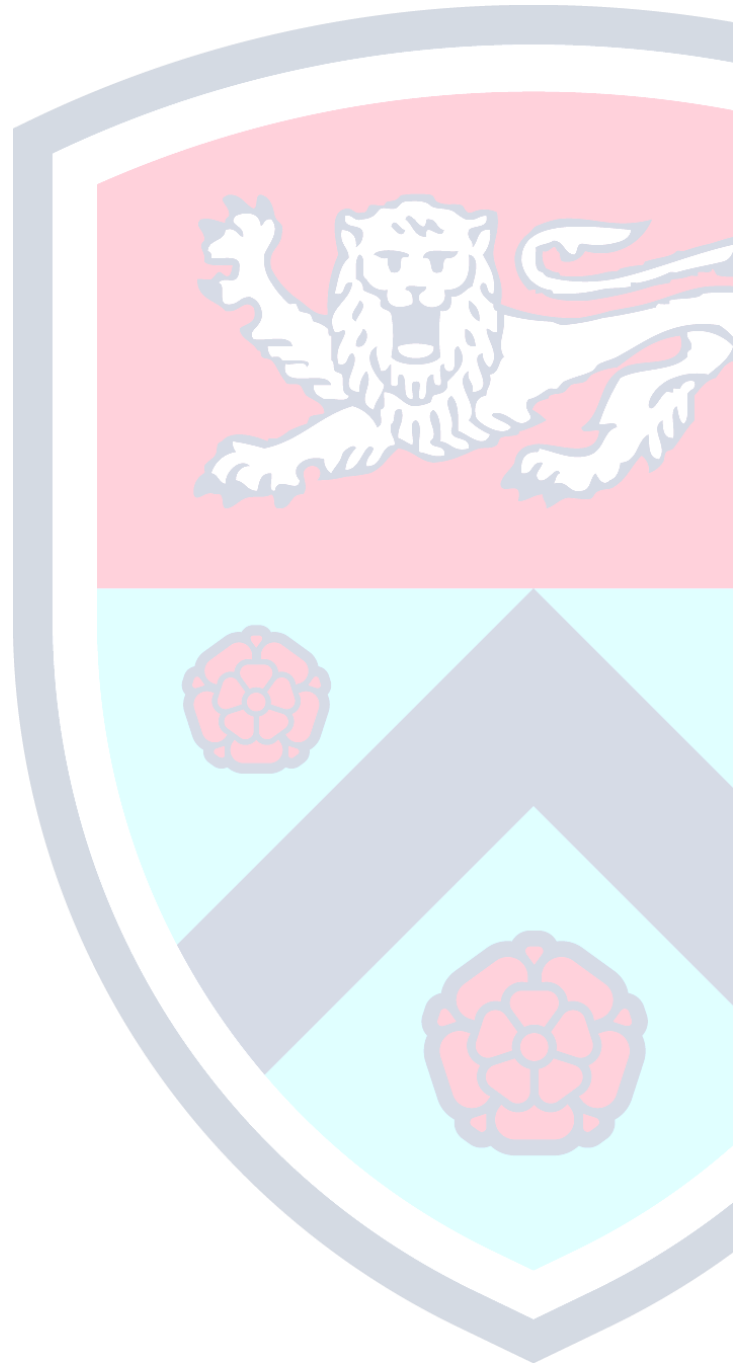




# Relationships, Sex and Health Education (RSHE) Policy



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## **Rationale and Ethos**

This policy covers our school's approach to the delivery of Relationships, Sex and Health Education (RSHE) within Personal, Social and Health Education (PSHE). It was produced by the Assistant Headteacher for Teaching, Learning and Careers, in consultation with the Subject Leader of Life Skills and the Head of Wellbeing, Safeguarding and Child Protection.

We meet the required elements of RSHE in line with the Department for Education's guidance (2019) and further add to these using guidance produced by the PSHE Association (2020). The majority of specific RSHE lessons are delivered through our Life Skills curriculum, however, more broadly, RSHE at CHS is any way in which we educate our students to make safe and sensible decisions around issues of relationships, sex and health, so all staff members and curriculum areas play a part.

Our RSHE curriculum is closely tied to our school values of confidence, purpose and respect. We want our students to be confident in expressing their own views and preferences and confident about knowing what decisions are safest and right for them. We want our students to understand the purpose of the RSHE curriculum and see its content as relevant to them and their lives. We want our students to demonstrate respect towards partners and others in their relationships, particularly around all issues of consent, but also to demonstrate respect for themselves in the decisions they make.

Our RSHE curriculum is also closely tied to our school vision, in particular our vision that students at CHS will "know how to maintain a healthy body and mind" and will "have respect for themselves and others, regardless of differences."

We ensure that RSHE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring regular communication with the school's SENCO and close collaboration by Life Skills teachers with the Learning Assistants that support them. Each student with an EHCP has a learning passport available to all teachers outlining the best strategies to support them.

We ensure our approach to RSHE fosters gender equality and LGBTQI+ equality by ensuring that all teachers regard all forms of relationship as equal. No form of relationship is considered 'standard' or preferential to any other. Additionally, there are specific lessons on gender equality and LGBTQI+ issues.

## **Roles and Responsibilities**

The whole school RSHE programme will be led by the Assistant Headteacher for Personal Development. The lead delivery vehicle for RSHE topics will be the Life Skills curriculum, which will be led by the Subject Leader of Life Skills.

The RSHE programme, including both its delivery, curriculum design, training elements and regular review, will further be supported by key members of the CHS Personal Development team, including:

- The Head of Wellbeing, Safeguarding and Child Protection, Jamie Fox
- The SENCO and Equality and Diversity Lead, Lorraine Carrington
- The pastoral team, including Year Leaders

In 2024-25 Life Skills lessons will be taught by a team of 8 staff:

- Samantha Gregory (Subject Leader)
- Emmet McGauran
- Melanie Thompson
- Julie Rogerson
- Jamie Fox
- Joe DGLISH
- Georgia Campbell
- Kirsteen Wilson-Murray

All staff teaching RSHE via the Life Skills curriculum will be provided with Schemes of Learning and dedicated resources for delivery of the programme. All staff teaching RSHE via the Life Skills curriculum will also receive specific RSHE training before any dedicated RSHE teaching begins and throughout the year. This additional CPD offer is also available to all staff and, in addition to specific RSHE elements, also includes training around managing difficult conversations and discussions in lessons, using distancing techniques for difficult topics, lesson endings after difficult topics (ensuring student and staff wellbeing) and addressing LGBTQI+ issues. The school's two dedicated Cover Supervisors will also attend any training. Additionally, the school subscribes to The National College and staff will have additional training opportunities through this medium signposted for them.

## **Legislation (Statutory Regulations and Guidance)**

We are required to teach RSHE as part of the Department for Education's statutory guidance (see Appendix 1). This informs the core of our RSHE programme.

Current regulations and guidance from the Department for Education can be found in *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* and *Curriculum planning for Relationships, Sex and Health Education in Secondary Schools as Part of Education Recovery (2021)*. These state that the statutory guidance applies to all schools and notes that "many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes." This is the model we follow by delivering RSHE primarily through our Life Skills curriculum.

Documents that further support and/or compliment this RSHE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance: SRE for the 21st Century (2014)*
- *Children and Social Work Act (2017)*
- *PSHE Association: Programme of Study for PSHE Education (2020)*
- *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2021)*
- *Keeping Children Safe in Education (2023)*

## Curriculum Design

We are required to teach RSHE as part of the Department for Education's statutory guidance (see Appendix 1). This informs our curriculum development, but we also aim to exceed these statutory elements in ensuring an approach to personal development for all our students that best reflects the needs of our students, our school and our local area. The lead delivery vehicle for our RSHE delivery is our Life Skills curriculum, in which all statutory requirements are met, however, assemblies, form time activities and Enrichment Days further complement our delivery and can be 'intentionally reactive' as issues are raised.

RSHE is embedded within our PSHE programme through our Life Skills curriculum through a 'spiraling' approach, ensuring that key areas of RSHE are returned to and the students' knowledge and skills in these areas is built upon over time. This is built upon the model provided by the government-backed PSHE Association. Life Skills lessons are delivered once a week in all year groups.

A range of teaching methods will be used in lessons including role play, class debates, formally written letters, storyboarding, hot-seating and structured discussion activities. The use of high-quality resources will support our RSHE provision and will be regularly reviewed by the Subject Leader of Life. This will be in conjunction with the Designated Safeguarding Lead, and pastoral leads, to ensure we are meeting each year group's needs in a timely manner.

Lessons will be differentiated by individual teachers during their planning and whilst the lessons are underway. Each lesson is produced by the Subject Leader of Life, but resources will be adapted depending upon the group being taught. Within lessons, there are extension activities provided on every slide, which allow students who might have completed work to extend their knowledge, understanding or application.

Summative assessment will take the approach of focusing on skills and a combination of both peer and teacher assessment. Each half term students will have one peer assessed piece of work and one teacher assessed piece, looking at whether students have been able to understand, use and apply the content from that half term. After these assessments, students will have time to reflect on the comments made, make any adjustments to their work and consider how they will use this feedback to adapt their skills going forwards. Assessment for learning will take place throughout lessons with the use of a variety of techniques. For example, baseline/endpoint assessments, mind maps, discussion, applying knowledge to scenarios and card sort activities.

Each Enrichment Day of the year will also contain RSHE content, usually from external speakers, to further complement the curriculum delivery. This will be based on feedback from the Subject Leader of Life, pastoral leaders and Designated Safeguarding Lead, led by observations in school and the emerging local and national picture.

An overview of the specific RSE learning within Life Skills for each year group can be found in Appendix 2.

## **Safe and Effective Practice**

We will provide a safe learning environment during the teaching of RSHE by ensuring that teachers and students agree ground rules early on and regularly return to these so that students understand their value and importance. These will be built around the premise of 'Taking care of me, taking care of you, having an equal say and learning as we go.' This ensures that students only share what they are comfortable with and that they know to speak to their teacher if something causes them upset within the lesson. It also ensures that the classroom is a respectful and safe learning environment with students respecting each other and different points of view, in line with our school vision and values. This will help to minimise inappropriate and unintended public disclosures whilst ensuring young people seek support when they need it through the right channels in school. This will also help reduce negative comments made towards other students, whether intentional or not.

Teachers will use distancing techniques such as stories, statement cards and using examples from the perspective of other people. These are used because it is important that we allow students to engage in the lesson from an objective standpoint rather than an emotional one. A student who is asked to remember or relive a difficult experience, or imagine themselves in a challenging or traumatic situation, will not be able to engage effectively with the desired learning and may experience emotional distress. These distancing techniques allow for discussion to be stimulated without evoking emotions such as guilt and shame within our students.

Teachers will approach students' questions in a positive, supportive and non-judgmental manner, assuring students that they will try to find out the answer if they do not know the answer in the moment. This will continue on from the 'learning as we go' premise from the class ground rules. Teachers will regularly impress that there are no 'silly questions' and that we are all learning together. Teachers will try to consider why students might be asking the question, check for what they might already understand, ask for their views and listen to what they have to say before answering. Sensitive issues will be handled in a supportive manner, with teachers continuing to refer back to the ground rules for the class. If class teachers are unsure or uncomfortable answering questions raised by students, these can be referred to the Subject Leader of Life Skills who will ensure that a student's questions are addressed appropriately.

During RSHE topics, students will be able to raise questions anonymously via question boxes within their classrooms. This will help to ensure that students who might feel uncomfortable asking questions in a whole-class setting still have the opportunity to have their questions answered.

All staff teaching RSHE will be supported by the Subject Leader of Life Skills in the first instance. Our school also has several trained 'Mental Health First Aiders' that staff can speak to. We also have a subscription to the Schools Advisory Service who can provide a range of mental health services and support to all staff.

## **Safeguarding**

The design and delivery of our RSHE programme is supported by our Head of Wellbeing, Safeguarding and Child Protection, James Fox.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff receive regular training in safeguarding issues, including how to handle a disclosure. This includes the relevant procedures for recording any concerns or disclosure on our CPOMs programme and training around knowing how to contact our designated safeguarding lead or one of the deputy safeguarding leads. The procedure is also printed on the staff school badges, which all staff must wear when in school, and within the staff room area.

The Department for Education's RSHE guidance (2019) states that "working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people." As a result, we aim to bring a wide range of visitors and specialist into school to support our RSHE delivery.

Any visitors/external agencies which support the delivery of RSHE through Life Skills lessons, assemblies, form times or Enrichment Days will be required to:

- Provide their personal and organisational credentials and present these on arrival to school
- Provide an overview of their intended aims, delivery style and intended outcomes (to ensure these are age-appropriate, fit with our school's RSHE programme outcomes and methodology and conform to our school vision and values)
- Provide a copy of any resource to be used in advance of delivery
- Explain how their delivery will be inclusive of all students' needs, e.g. SEND
- Agree in advance issues around confidentiality (including any use of images/video) and disclosure

The protocol for inviting visitors to support RSHE delivery within Life Skills is to consult first with the Subject Leader of Life Skills before confirming any visit. The protocol for inviting visitors to support RSHE delivery within assembly, form time or on Enrichment Days is to consult first with the Assistant Headteacher before confirming any visit. When any visits are confirmed the school's Business Manager (for matters of DBS, credential checking, etc.) and Headteacher will be informed.



## **Engaging Stakeholders**

We are committed to working with parents/carers by regularly consulting them on their views, both through online surveys and in person. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our dedicated RSHE area on the school's main website, where we share links to support materials and updates any of our consultations. We also regularly run updates within the CHS Newsletter, including providing an outline of the key topics of RSHE to be covered at the start of each half term.

Parents/carers will be informed about this policy (and any subsequent updates) through:

- A parent/carer RSHE consultation evening in the first half term of the year
- The RSHE area of our school website
- Regular updates within the CHS Newsletter
- Each of our parent/carer consultations throughout the year

This policy will be available to access by parents/carers at any time via the 'policy' section on our school's website. It will also be available by telephone, email or in-person request via the main school office (in which case an emailed version can be sent or a printed version mailed or collected). It is available to staff via our school's website but also within our internal policies SharePoint area in the School Documents folder.

## **Right to Withdraw**

The Department for Education's RSHE guidance (2019) states that "parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum." It should be clarified here that there is no right to withdraw from Relationships Education or Health Education.

Our protocol is that a parent/carer of a student may, up to and until three terms before their child turns 16, download and complete a copy of the 'CHS Sex Education Withdrawal Form' (Appendix 3) which is available within this policy or via the RSHE area of our main school website. Once completed the form should be submitted via email or in person to the main school office for the attention of the Headteacher. The Headteacher will then arrange a meeting with the parents/carer to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. After this point, if withdrawal proceeds, it will be the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal.

## **Appendix 1: RSHE Statutory Guidance Summary**

The following is a summary of the Department for Education statutory guidance for RSHE taken from *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*:

### **Families**

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful Relationships, Including Friendships**

Pupils should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and Media**

Pupils should know:

- 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**

Pupils should know:

- 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

Pupils should know

- 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 and menopause.
- 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.

### **Mental Wellbeing**

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet Safety and Harms**

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

### **Physical Health and Fitness**

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **Healthy Eating**

Pupils should know:

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

### **Drugs, Alcohol and Tobacco**

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and Prevention**

Pupils should know:

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

### **Basic First Aid**

Pupils should know:

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.15
- the purpose of defibrillators and when one might be needed.

### **Changing Adolescent Body**

Pupils should know:

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

### **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## Appendix 2: Summary of RSE Elements Within the Life Skills Curriculum

Below is a summary of the RSE elements that can be found within the Life Skills curriculum for each year group in 2024/25. Issues are designed to 'spiral' throughout KS3 and KS4. The exact nature and timing of lessons is available upon request.

### Year 7

<b>Half term 1:</b>	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other peoples' beliefs.
<b>Half term 2:</b>	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
<b>Half term 5:</b>	How to seek, give, not give and withdraw consent in relation to personal space boundaries and the use of non-verbal behaviours in noticing when people are uncomfortable. Considering ways we can continuously respect those around us in relation to friendships. Understanding the biological role of human reproduction.
<b>Half term 6:</b>	Practical steps they can take in a range of different contexts to improve or support respectful relationships. 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. Female Genital Mutilations (FGM) and forced marriage.

### Year 8

<b>Half term 1:</b>	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<b>Half term 2:</b>	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How information and data is generated, collected, shared and used 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.
<b>Half term 4:</b>	Understanding consent in the context of reading non-verbal signals within the context of friendships and relationships. Understanding that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
<b>Half term 5:</b>	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
<b>Half term 6:</b>	About sexual orientation, gender identity and diversity in sexual attraction. How to assertively communicate and negotiate boundaries in relationships. About the features of healthy and unhealthy relationships, including online. The impact of sharing sexual images of others without consent. How to manage requests to share intimate images, including where, when and how to report concerns. Understanding what is appropriate within relationships at different ages, including the law regarding sexual activity. The facts about the full range of contraceptive choices, efficacy and options available. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

## Year 9

<b>Half term 2:</b>	Considering the assumptions that we might have within friendships and relationships that affect consent. To recognise the impact of drugs and alcohol on choices and sexual behaviour. Learning about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
<b>Half term 4:</b>	That there are different types of committed, stable relationships. What marriage is, including legal statuses 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.
<b>Half term 5:</b>	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. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through contraceptive use) and the importance of, and facts about, testing.
<b>Half term 6:</b>	The facts about the full range of contraceptive choices, efficacy and options available. How relationships might contribute to human happiness and their importance for bringing up children. The facts around pregnancy including miscarriage.

## Year 10

<b>Half term 2:</b>	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. 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. How the use of alcohol and drugs can lead to risky sexual behaviour.
<b>Half term 3:</b>	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 they have a choice to delay sex or to enjoy intimacy without sex. The importance of reporting harassment of any kind, the support available to people who experience harassment and how to be people that are safe to be around.
<b>Half term 4:</b>	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). That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.

## Year 11

<b>Half term 2:</b>	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. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 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).
<b>Half term 4:</b>	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.



## Appendix 3: CHS Sex Education Withdrawal Form

### CHS Sex Education Withdrawal Form



The Department for Education's RSHE guidance (2019) states that "parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum." It should be clarified here that there is no right to withdraw from Relationships Education or Health Education. **If you wish to discuss withdrawing your child from any element of sex education please complete this form and return it to the main school office via email ([office@carnforthhigh.co.uk](mailto:office@carnforthhigh.co.uk)) or in person.**

To be completed by parent/carer:			
Name of student:		Form group:	
Name of parent/carer:		Date:	
Reason for withdrawing student from sex education:			
Any other information you would like the school to consider:			
Parent/carer signature:			

To be completed by school following meeting with the Headteacher:	
Agreed actions between parent/carer and school:	