

DRAFT

The Academy of Central Bedfordshire

RELATIONSHIPS AND SEX EDUCATION POLICY



Last Review Date: September 2020

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Approved by: _____ (Sign)

_____ (Print)

_____ (Date)

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Introduction

The Academy Of Central Bedfordshire believes that sex and relationships education (SRE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHRE/tutor programme.

The students in our school come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our governing body, we have consulted and developed a familiarity with the beliefs and attitudes which our range of families have about issues such as sex and relationship education, abortion, contraception, homosexuality and sex outside marriage.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward.

The overall aim of the programme is to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The overall aim of the programme is to support the personal and social development of all students, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse. All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

2. Statutory requirements

As a secondary academy we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

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

At the Academy of Central Bedfordshire we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

What is an effective Sex and Relationships Education?

It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. Promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society. As well as preparing them at school for opportunities, responsibilities and experiences of later life. In our view, effective sex and relationships education supports the students:

- To discover what students know, understand, think and feel about their sexuality and to identify their needs.
- To create a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups.
- To promote the ethos of caring and loving relationships which value and respect self and others.
- To promote an understanding of the responsibilities and consequences of one's actions in relation to sexual activity and parenthood.
- To enable students to accept variations in rates of growth and development physical, emotional and social.
- To understand the arguments for delaying sexual activity and the reason for having protected sex.
- To develop skills in handling personal relationships such as communication, assertiveness and responsibilities to minimise risk taking behaviour.
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- To avoid being exploited or exploiting others, including via technology.
- To enable students to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities.
- To be aware of the sources of help and to acquire the skills and confidence to use them. To ensure students understand how the law applies to sexual relationships.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in humanities education at KS3.

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by staff. Opportunities should be used as they occur for answering students' questions and exploring issues as they arise. All subjects provide

a focus for exploring some elements of RSE, alongside PSHRE sessions within tutor time and discrete lessons.

Students also have access to a trained health professional linked to the school for more tailored sex and relationships educational sessions.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Values and Attitudes

As well as knowledge and understanding students will be encouraged to consider the importance of the following values which are derived from the school ethos: respect, love, care and valuing of themselves and others; understanding and sensitivity towards the needs and views of others; exploring, considering and understanding moral dilemmas; responsibility to the school, their family and the wider community; consequences of actions and implications of different choices.

Skills and Abilities

Students will be helped to develop the following skills: communication, including how to manage changing relationships and emotions; recognising and assessing potential risks; assertiveness; seeking help and support when required; informed decision-making; self-respect and empathy for others; recognising and using opportunities to develop a healthy lifestyle; managing conflict; discussion and group work.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Create a positive and secure learning environment where sharing attitudes and values and asking questions is encouraged;
- ensure the outcomes and objectives of the schemes of work are covered at the appropriate time; refer any safeguarding issues arising to the named member of staff;
- keep communication between a teacher and a student confidential unless the conversation results in the teacher believing that the student is at risk;
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff within the Academy of Central Bedfordshire have a role in being appropriate role models and responding to students' questions as outlined in section 6 above. Staff who are timetabled to deliver PSHRE and Science will have a direct role in the delivery of RSE lessons to students.

7.4 Students

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

Students are expected to:

- Follow the expectations for behaviour,
- value the contributions of others and keep comments of others during RSE lessons confidential; exercise maturity in undertaking all lesson activities during RSE lessons.

7.5 Parents/carers are expected to:

- Read the correspondence from the Head of subject and contact the school if they would like any additional information.

8. Parents/Carers' right to withdraw

Parents/Carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The Assistant Head in charge of PSHRE/SMSC will monitor the effectiveness of RSE provision and evaluate the policy in line with statutory guidelines annually. Monitoring will involve formal lesson observation, monitoring of schemes of work and planning and meeting with relevant teaching staff. Additional feedback from students and parents will be considered where appropriate.

The subject leader is expected to:

- Write to parents/carers before students' SRE lessons begin to inform them of the content, context and nature of the lessons with the option of withdrawing their children from SRE lessons if preferred;
- provide students with sources of confidential support or advice when requested and may allow a student to visit a sexual health clinic during school hours if there is an urgent need;
- support subject teaching staff in delivering a sensitive topic;
- monitor and evaluate SRE, ensuring the SoW respond to the needs of our students.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

11. Additional Information

How does Sex and Relationships Education relate to equal opportunities?

The school's policy for equal opportunities also underpins the teaching of SRE. Sex and relationship education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference.

We work to ensure that our sex and relationship education is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. Catering for all students and is respectful of how students choose to identify themselves, their sexual orientation and gender identity (emerging). This means that sex and relationships education is sensitive to the different needs of individual students and may evolve and adapt over time are appropriate to students' age, maturity and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer students for confidential advice and support.

Specific Issues

The following may occur as part of education and staff, parents/carers, visitors and students need to understand the school's procedures.

Confidentiality and advice

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be reassured that their best interests will be maintained and offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associate adults:

Disclosure or suspicion of possible abuse - The school's safeguarding procedure will be invoked (see Safeguarding Policy) and the teacher must speak to the designated member of staff, as soon as possible.

Disclosure of pregnancy or advice on contraception - Students who are in difficulty must be directed to a senior member of staff and assured that they will be supported. These nominated members of staff have access to the appropriate outside agencies. Contraceptive advice may not be given to individual students by staff, however, students can be directed to the school nurse or appropriate outside agencies. The school will always encourage the students to talk to their parent/carer first regarding contraception and speak to their parent/carer before the school is obligated to do so.

Facts

As part of the RSE programme issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts will be presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of the difference between fact, opinion and religious belief.

Parental Partnership

The views and participation of parents/carers is vital for the most effective SRE programme. Information on the content of the programme and examples of resources are available for parents/carers to view and letters or special evenings are arranged to inform parents/carers about some sensitive issues before they are presented to students. Staff will also explain how parents/carers can assist in enhancing that part by discussions and support at home. Under the Education Act parents/carers have the right to withdraw their children from all or part of the RSE programme except for parts included in the statutory National Curriculum. Parents/carers wishing to exercise that right are asked to put this in writing to the Head of school. The school will contact parents/carers to resolve any misunderstandings. Once a child has been withdrawn they cannot later take part without parental approval.

Complaints Procedure

Any complaints about the SRE curriculum should be made to the headteacher who will report to the governors via the link governor.

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Dissemination of the Policy

All staff will receive the policy through individual staff policy folder. The policy will be available to parents on request.

Other Policies and Documents with relevance to RSE are:

- Equality Policy
- Anti-bullying Policy
- SMSC Policy
- Child Protection & Safeguarding Policy
- Drugs Education Policy
- Curriculum Policy
- SEND Policy

This policy will be reviewed by Lynette Driver, Assistant Head, annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3 (Year 7-9)	Aut 2	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships</p> <ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	<p>Medway Public Health - Gangs: Managing risks and staying safe</p> <p>Home Office - #knifefree</p> <p>Every Mind Matters - Alcohol</p> <p>NaCTSO - Run, hide, tell</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
KS3 (Year 7-9)	Spr 1	<p>Discrimination including: sexism, homophobia, biphobia and transphobia.</p> <p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting',</p> <p>An introduction to contraception</p> <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships 	<p>PSHE Association - Teaching About Consent</p> <p>Medway Public Health Directorate - Relationships and Sex Education</p> <p>NSPCC - Making Sense of relationships</p> <p>BBFC - Making Choices: sex relationships and age ratings</p> <p>GEO - Anti-homophobic, biphobic and transphobic bullying project</p> <p>NCA-CEOP - Send me a pic?</p>

		<ul style="list-style-type: none"> about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill 	Dimensions - #ImwithSam
KS3 (Year 7-9)	Spr 2	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <ul style="list-style-type: none"> about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive relationships in the home and ways to reduce homelessness amongst young people about conflict and its causes in different contexts, e.g. with family and friends conflict resolution strategies how to manage relationship and family changes, including relationship breakdown, separation and divorce how to access support services 	<p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education - Adaptable Schools Toolkit</p> <p>GEO - Anti-homophobic, biphobic and transphobic bullying project</p>
KS3 (Year 7-9)	Sum 1	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate - Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC - Making Sense of Relationships</p> <p>BBFC - Making choices: sex, relationships and age ratings</p> <p>NCA CEOP - Send me a pic?</p>
Year 10	Aut 1	<p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> To be able to identify the range of opportunities and challenges young people might encounter as they move into adulthood 	PSHE Association

		<ul style="list-style-type: none"> To be able to recognise how negative thinking patterns can impact on our response to disappointments / strategies to build resilience by reframing negative thinking <p>Healthy Relationships & Sex Education</p> <ul style="list-style-type: none"> To be able to identify healthy and unhealthy relationships /To deepen understanding of relationship abuse, how to identify it and how to access support To be able to explain what is meant by consent and what this means within a healthy relationship, explain some consequences of not giving consent to sexual activity, describe how and where to access support and who may be experiencing abuse. To be able to understand different types of relationships To learn the different types of STI/STDs and the symptoms and where to help and advice To be able to describe the different types of contraception available To know what the different types of contraceptives do and how the different types protect you against STI / STDs and learn about how safe each one is and how they work. To develop knowledge and understanding of different sexual orientations. 	<p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire Google Drive</p> <p>https://www.pshe-association.org.uk/</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire</p> <p>Brook.org.uk</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire</p> <p>Brook.org.uk NHS</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire/dunstable-priory-dunstable</p>
Year 10	Spr 2	Drugs & Alcohol Racism (Diversity & Prejudice)	
Year 10	Sum 1	Bullying Media/Literacy/Influences	
Year 10	Sum 2	County Lines/Gangs	
Year 11	Aut 1	<p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> Challenging Stigma related to mental health Develop an understanding of the challenges young people might face as they move through adolescence and be aware of coping strategies to help manage the challenges Promoting emotional wellbeing and healthy coping strategies 	PSHE Association

		<ul style="list-style-type: none"> • 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 • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others • That they have a choice to delay sex or to enjoy intimacy without sex <p>STI and STDs.</p> <ul style="list-style-type: none"> • To learn the different types of STI/STDs and the symptoms • 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 <p>To develop knowledge and understand the different sexual orientation</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Brook.org.uk</p> <p>https://www.icash.nhs.uk/where-to-go/icash-bedfordshire,</p> <p>PSHE Association</p> <p>https://www.stonewall.org.uk/</p> <p>https://shortyawards.com/</p>
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		<p>To have and develop knowledge around the different contraceptives and what is available</p> <ul style="list-style-type: none"> • 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) • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 	<p>Brook.org.uk NHS</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire/dunstable-priory-dunstable</p>
Year 11	Spr 1	<p>Healthy Relationships</p> <p>Exploring committed, stable relationships and marriage.</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • The characteristics and legal status of other types of long-term relationships • Why marriage is an important relationship choice for many couples and why it must be freely entered into. <p>The roles and responsibilities with the family unit.</p> <ul style="list-style-type: none"> • 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 	<p>Brook.org.uk</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire,</p> <p>https://www.pshe-association.org.uk/</p> <p>PSHRE Association</p> <p>https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire</p>

		<ul style="list-style-type: none"> Explain what is meant by consent and what this means within a healthy relationship, explain some consequences of not giving consent to sexual activity, describe how and where to access support and who may be experiencing abuse. 	https://www.icash.nhs.uk/where-to-go/icas-h-bedfordshire
Year 11	Spr 2	<p>Diversity & Prejudice</p> <ul style="list-style-type: none"> 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 	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> That there are different types of committed, stable relationships

	<ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

	<ul style="list-style-type: none"> • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

**Appendix 3: Letter to Parents/Carers' regarding RSE and right to withdraw
(adapted from DfE exemplar. DfE information sheet sent out to accompany letter)**

Dear Parents and Carers,

As a part of your child's education at the Academy of Central Bedfordshire, we promote personal wellbeing and development through a comprehensive Personal, Social, Health, Relationship and Economic (PSHRE) education programme. PSHRE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that at various points during the school academic year, starting 28th September 2020, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. The Healthy Relationships aspect includes friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions.

PSHRE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. All PSHRE teaching will take place in a safe learning environment and is underpinned by our school ethos and values.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more on the content being covered, how to support your child at home, or discuss any concerns, please contact myself on ldriver@acb.beds.sch.uk or via the main school telephone number 01582 343878.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>