



**Relationship, Sex and
Health Education (RSHE)
Policy**

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Our School Vision

Hollywater school is an accessible, inclusive and integral part of the community. It is a school where diversity is celebrated and strong partnerships are built. The Curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all.

Hollywater School will enable pupils and students to:

Make appropriate decisions and choices, develop skills and understanding to keep themselves safe, Be effective communicators, Build effective relationships, Be active participants in their learning, Manage their own behaviour appropriately, Enhance their social understanding and the skills of citizenship, Develop a positive self-image and awareness of their rights and responsibilities, Prepare themselves for the challenges of independent living and change, Enjoy life!

Aims and Key Principles

Our School Vision underpins our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, school community and RSHE curriculum.

Relationships, Sex and Health Education (RSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSHE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSHE and aims to provide a secure framework within which staff can work.

The term Relationships, Sex Education (RSE), is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

Statutory Requirements

As a maintained special school we must provide relationships education to all Primary phase pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education within our Primary phase but we do need to teach the elements of sex education contained in the science curriculum.

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

As a maintained special school we must provide RSHE to all Secondary phase pupils as per the Children and Social work act 2017.

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

At Hollywater School we teach RSHE as set out in this policy.

Policy Development

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

1. Review – RSHE Lead Teacher 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 new statutory guidance and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and new statutory guidance
4. Pupil consultation – we investigated what exactly pupils want from their RSHE through Key Stage focus groups.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition and Pupil Learning Outcomes

We define Relationships, Sex and Health Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Our RSHE curriculum aims to give pupils the opportunity to acquire life skills which, help them to feel safe, be healthy, able to build effective relationships and to prepare themselves for the opportunities, responsibilities and experiences of adult life. RSHE is therefore a tool to safeguard children and students.

Relationships and Sex Education contributes to the foundation of RSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of RSE are taught as an integral part of the school's RSHE provision throughout the primary, secondary and FE departments from Reception to KS5. In this way, children and students are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

The focus at Hollywater School is to:

- To provide opportunities for pupils and students to develop confidence and self-esteem and to value themselves and others
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- To provide a programme of study with the safeguarding of our pupils and students at its core, aiming to equip them with a sound understanding of risk and the knowledge and skills to make safe decisions.
- To recognise, respect and accept the difference and diversity in others
- To give accurate information about puberty, reproduction and contraception
- To promote the skills to build positive personal relationships
- To help pupils learn to respect and care for their bodies
- To help pupils learn where to access confidential sexual health advice and support

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content and Equal Opportunities

The school is committed to the provision of RSHE to all of its pupils and the includes the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSHE.

Hollywater School believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed through lesson observations, work scrutiny, and Evidence for Learning data to ensure that no pupil is disadvantaged.

RSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the RSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND (2020). The programme brings together RSHE Education, emotional literacy, social skills and Relationship and Sex education in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles, the cognitive and social development of learners, and the need for differentiation. It is designed as a whole school approach, with all year groups working on the same overarching theme at the same time.

There are six themes within the programme that are designed to progress in sequence from September to July. Each theme has a variety of topics for both Primary and Secondary learners and is mapped to the statutory requirements for RSE.

Programme Content

The programme of study covers all areas of RSHE for both the primary and secondary phase, the breakdown of which can be seen in Appendix 1:

Term	Theme	Content
Autumn 1:	Self-Awareness	Includes Things we are good at; Kind and unkind behaviours; Playing and working together; People who are special to us; Getting on with others; Personal strengths; Skills for learning; Prejudice and discrimination; Managing pressure.
Autumn 2:	Self-Care, Support & Safety	Includes Taking care of ourselves; Keeping safe; Trust; Keeping safe online; Public and private; Feeling unwell; Feeling frightened/worried; Accidents and risk; Emergency situations; Gambling.
Spring 1:	Managing Feelings	Includes Identifying and expressing feelings; Managing strong feelings; Self-esteem and unkind comments; Strong feelings; Romantic feelings and sexual attraction; Expectations of relationships/abuse.
Spring 2:	Changing and Growing	Includes Baby to adult; Changes at puberty; Dealing with touch; Different types of relationships; Positive/unhealthy relationships; Friendships; Intimate relationships, consent and contraception; Long term relationships/parenthood.
Summer 1:	Healthy Lifestyles	Includes Healthy eating; Taking care of physical health; Keeping well; Elements of a healthy lifestyle; Mental wellbeing; Physical activity; Body image; Medicinal drugs; Drugs, alcohol and tobacco.
Summer 2:	The World I Live In	Includes Respecting differences between people; Jobs people do; Rules and laws; Taking care of the environment; Belonging to a community; Money; Human diversity; Rights and responsibilities; Managing online information; Preparing for adulthood; Managing finances.

Resources selected will be sensitive to the learning needs of the pupils, age, gender, and maturity of the group. Opportunities for linking aspects of RSHE will also be identified and developed by class teachers through Theme teaching across other aspects of the curriculum. We also aim to cover aspects of RSHE through special theme days and weeks e.g. RSHE Day, Employer Engagement events, work experience opportunities.

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).

Learning and Teaching

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Teaching styles will take into account the differing needs of the pupils. A range of interactive teaching strategies will be used, including discussion, use of augmentative communication systems, visual presentation of information, drama techniques, paper and pen and white board activity. Inclusivity is part of our philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Weekly learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1, KS2, KS3, KS4 and KS5. RSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within RSHE and citizenship.

Where possible as a school we try to develop our RSHE ethos to many aspects of school life. "Respect for each other" is one of our school rules. We aim to put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong RSHE links. Where appropriate some classes use 'Buddy Cards' to encourage children to voice their concerns. All classes reinforce the "Go to adults" if they need help outside the classroom environment. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

RSHE is normally delivered by the all staff in Primary, Secondary and FE departments.

RSE is delivered in mixed gender groups as part of the RSHE curriculum timetabled weekly for each department. External visitors from Health organisations may be involved.

All staff will have access to INSET and on-going training to ensure they are confident and effective.

RSHE 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 the Statutory Requirements for the RSHE curriculum, see Appendices 1, 2 and 3.

Parental and Community Involvement

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to RSHE. Aspects of it are included in our home-school agreement.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Changing and Growing Content – Primary Phase

The grid below shows specific RSHE learning intentions for each Primary Key Stage group in the 'Changing and Growing' Theme.

Key Stage	Topic	Learning Intentions 'Pupils will be able to...'
KS1	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva, vagina respect my body and understand which parts are private tell you what I like/don't like about being a boy/girl
	How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that it is the female who has the baby express how I feel when I see babies or baby animals. understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family

Hollywater School does not offer any additional non-statutory content above the statutory requirements detailed in Appendix 2. The Changing Adolescent Body falls under Health Education and Conception and Birth under Science. This curriculum outline maps to the Primary statutory guidance for RSE at both Key Stage 1 (above) and Key Stage 2 (overleaf).

Key Stage	Topic	Learning Intentions 'Pupils will be able to...'
KS2	Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings</p>
	Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that they have strategies to help them cope with the physical and emotional changes they will experience during puberty</p> <p>describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me</p> <p>ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive</p>
	Conception to birth	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby</p>

Withdrawal from RSE Lessons

Primary phase parents do not have the right to withdraw their children from relationships education. Parents would have the right to withdraw their children from any non-statutory/non-science components of sex education within the Primary RSE curriculum. Hollywater School does not offer any additional non-statutory content above the statutory requirements detailed in Appendix 2.

Secondary parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The specific aspects of the curriculum for which a child can be withdrawn are detailed in Appendix 4. All other aspects of the RSE curriculum are statutory and parents do not have the right to withdraw their children from relationships, health, or science education.

Those parents/carers of Secondary phase children wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Requests for withdrawal should be put in writing using the form found in Appendix 5 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 pupils who are withdrawn from sex education.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in all Key Stages will have an Evidence for Learning profile

that will follow them through their time at school. As well as being a record of their learning it will also be used as an assessment tool. Teachers will use the RSHE EfL Framework to record progress through small steps that reflect the challenges some of our learners face in their need for over learning and additional time to develop their skills.

Assessment of RSHE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Monitoring and Evaluation

The RSHE subject leader will monitor delivery of RSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Evidence for Learning
- Staff meetings to review and share ideas

Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour and Discipline Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers protocols
- SEND Policy

Training and Support for Staff

All staff benefit from RSHE training in order to enhance their RSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

- The following are protocols for discussion based on lessons with pupils ('Ground Rules')
 - No one (teacher or pupil) will have to answer a personal question
 - No one will be forced to take part in a discussion
 - Only correct/agreed names for body parts will be used
 - Meanings of words will be explained in a sensible and factual way
 - The use of a question box may help to lessen embarrassment of asking questions

- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE

Hollywater School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

Dissemination

This policy was written by the RSHE subject leader in consultation with the Head Teacher, Governors, staff, Parents and other sources.

Appendix 1: Hollywater RSHE

TERM	THEME	Key Stage 1 and 2 TOPICS	Key Stage 3 and 4 TOPICS
Autumn 1	Self-Awareness	<ol style="list-style-type: none"> 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others 	<ol style="list-style-type: none"> 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Autumn 2	Self-Care, Support & Safety	<ol style="list-style-type: none"> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and private 	<ol style="list-style-type: none"> 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling
Spring 1	Managing Feelings	<ol style="list-style-type: none"> 1. Identifying and expressing feelings 2. Managing strong feelings 	<ol style="list-style-type: none"> 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction 4. Expectations of relationships/abuse
Spring 2	Changing and Growing	<ol style="list-style-type: none"> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships 	<ol style="list-style-type: none"> 1. Puberty 2. Positive/unhealthy relationships 3. Friendships 4. Intimate relationships, consent and contraception 5. Long term relationships/parenthood
Summer 1	Healthy Lifestyles	<ol style="list-style-type: none"> 1. Healthy eating 2. Taking care of physical health 3. Keeping well 	<ol style="list-style-type: none"> 1. Elements of a healthy lifestyle 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol and tobacco
Summer 2	The World I Live In	<ol style="list-style-type: none"> 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 6. Money 	<ol style="list-style-type: none"> 1. Human diversity 2. Rights and responsibilities 3. Managing online information 4. Taking care of the environment 5. Preparing for adulthood 6. Managing finances

Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> - That families are important for children growing up because they can give love, security and stability - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> - How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners - The importance of self-respect and how this links to their own happiness - 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 those in positions of authority - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - What a stereotype is, and how stereotypes can be unfair, negative or destructive - The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> - That people sometimes behave differently online, including by pretending to be someone they are not - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - How to recognise and report feelings of being unsafe or feeling bad about any adult - How to ask for advice or help for themselves or others, and to keep trying until they are heard - How to report concerns or abuse, and the vocabulary and confidence needed to do so - Where to get advice e.g. family, school and/or other sources

Appendix 3: By the end of secondary school pupils should know

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

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

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

Appendix 4: Hollywater School RSE Sex Education Definition

Under the new Statutory Guidance parents can request withdrawal from **Sex** education taught in the Secondary Department but **not** from **Relationships** Education or **Health** Education or **Science** Education. As **all** the learning objectives set out in the guidance have a place in either or all of these areas Hollywater School has the following definition of what is considered to be Sex Education within the Secondary curriculum:

From the strand **Intimate and Sexual Relationships, Including Sexual Health** the following topics will be considered Sex Education at Hollywater. All other aspects of the topic will be covered as Relationships, Health, or Science Education.

Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">- The facts about the full range of contraceptive choices, efficacy and options available- 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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Should you wish to withdraw your child from accessing lessons on the above topics requests for withdrawal should be put in writing using the form found in Appendix 5 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.

Appendix 5: Parent form: withdrawal from sex education within RSHE

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	