



RYECROFT C. E. MIDDLE SCHOOL

POLICY STATEMENT

Relationship, Sex and Health Education (RSHE)

Part of the Uttoxeter Learning Trust



The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School

Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care.

We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance.

*“So God created humankind in his image, in the image of God he created them”
Genesis 2:7*

*“I have come in order that you might have life - life in all its fullness”
John 10:10*

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V1.0	20.05.2021	N Starkey	First published version
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1. Ethos

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them" (Genesis 2:7)

"I have come in order that you might have life - life in all its fullness" (John 10:10)

At Ryecroft Church of England Middle School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at Ryecroft Church of England Middle School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

All Church of England schools are encouraged to approach RSHE in a faith sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equalities Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equalities Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

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

Relationships, sex and health education at Ryecroft CE Middle School is taught in relation to our school's vision statement and values:

- ❖ Trust
- ❖ Inspiration
- ❖ Humility
- ❖ Perseverance
- ❖ Care and Community

3. Statutory requirements

As a middle deemed-secondary academy school we must provide RSHE to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching RSHE, 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 Ryecroft CE Middle School we teach RSHE as set out in this policy.

4. 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 – 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 pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

5. Curriculum

Our curriculum is set out as per Appendix 1 but may be adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils whilst in accordance to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and Church of England/Methodist School guidance.

If pupils 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.

Key Stage 2 sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

Key Stage 3 sex education will focus on:

Year 7	Year 8
<ul style="list-style-type: none">• Puberty• LGBT• Relationships• Online Media• Being safe	<ul style="list-style-type: none">• What is sexual intercourse?• Consent• Contraception• STIs• Pregnancy• Abortion• Online media• Being safe

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health, Citizenship and Economic (PSHCE) Education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). Pupils may also receive stand-alone sex education sessions delivered

by a trained health professional.

Year 5 and 6:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching the fundamental building blocks and characteristics of positive lifestyle choices, including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and prevention
- First aid
- Changing adolescent body

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

Year 7 and 8:

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

Health education focuses on teaching the fundamental building blocks and characteristics of positive lifestyle choices, including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and prevention
- First aid
- Changing adolescent body

For more information about our RSHE 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). As Ryecroft Middle School is a Church of England School, key theology is also considered when delivering RSHE lessons.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation. The governing board will hold the Headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to Headteacher.

7.2 The Headteacher

The Headteacher/Deputy Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8)

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Attending relevant continuous professional development

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

Mr Hall, Mrs Thornton and Miss Starkey teach RSHE and Health in Science/Sports Science

Miss Starkey and Mr Johnson teach RSHE in PSHCE

Mrs Blues and Mr Bardon teach RSHE in Religious Education

Mr Johnson teaches RSHE in Computing

Miss Starkey and Johnson teach Health in Physical Education

7.4 Pupils

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

8. Parents' right to withdraw

Year 5 and 6: Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Year 7 and 8: Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16.

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 pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE 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 RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Miss Starkey through:

- Scrutinies of Schemes of Work and planning documents.
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- Class work produced by pupils.

This policy will be reviewed by Miss Starkey annually. At every review, the policy will be approved by the local governing board.

Appendix 1: Curriculum map

Relationships and sex education and health curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p>PSHCE – New Beginnings and Being a Good Citizen:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Mental wellbeing <p>Sports Science – How the body works:</p> <ul style="list-style-type: none"> • Physical Health and Fitness • Healthy Eating • Drugs, alcohol and tobacco <p>PE – fitness/move and learn:</p> <ul style="list-style-type: none"> • Physical fitness and health <p>Computing – Interland and e-safety:</p> <ul style="list-style-type: none"> • Caring Friendships • Respectful relationships • Online Relationships • Being safe • 	www.nhs.uk/change4life
Year 5	Autumn 2	<p>PSHCE – Staying Safe:</p> <ul style="list-style-type: none"> • Caring friendships • Being safe • Mental wellbeing 	www.nhs.uk/change4life

		<ul style="list-style-type: none"> • Internet safety and harms • Drugs, alcohol and tobacco 	
Year 5	Spring 1	PSHCE – Fair Trade: <ul style="list-style-type: none"> • Respectful relationships 	
Year 5	Spring 2	PSHCE – British Values: <ul style="list-style-type: none"> • Respectful relationships 	
Year 5	Summer 1	PSHCE – Politics: <ul style="list-style-type: none"> • Respectful relationships Science – Growth and development <ul style="list-style-type: none"> • Stages in animal and human life cycles • Changes during puberty 	
Year 5	Summer 2	PSHCE – Young Lifesaver: <ul style="list-style-type: none"> • Basic first aid 	British Heart Foundation – Heart Start

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	<p>PSHCE- Respect:</p> <ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Online relationships • Being safe • Mental wellbeing • Internet safety and harms <p>Sports Science - Systems of the body:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental wellbeing <p>PE – fitness/move and learn:</p> <ul style="list-style-type: none"> • Physical fitness and health 	www.nhs.uk/change4life
Year 6	Autumn 2	<p>PSHCE: Looking after yourself:</p> <ul style="list-style-type: none"> • Caring friendships • Internet safety and harms • Physical fitness and health • Healthy eating • Drugs, alcohol and smoking • Health and prevention <p>Sports Science – Systems of the body:</p> <ul style="list-style-type: none"> • Physical Health and Fitness • Healthy Eating • Drugs, alcohol and tobacco • Internet safety and harms 	www.nhs.uk/change4life

Year 6	Spring 1	<p>PSHCE – What’s happening to me?</p> <ul style="list-style-type: none"> • Changing adolescent body • Mental wellbeing • Respectful relationships <p>Sports Science – Healthy living:</p> <ul style="list-style-type: none"> • Respectful relationships • Physical health and fitness • Healthy eating • Health and prevention 	www.nhs.uk/change4life
Year 6	Spring 2	<p>PSHCE – Mental wellbeing:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental wellbeing <p>Sports Science – Healthy living:</p> <ul style="list-style-type: none"> • Respectful relationships • Physical health and fitness • Healthy eating • Health and prevention <p>Computing – FAKE NEWS!</p> <ul style="list-style-type: none"> • Caring friendships • Respectful relationships • Online relationships 	
Year 6	Summer 1	<p>PSHCE – Appreciation and understanding:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental wellbeing 	

Year 6	Summer 2	Sports Science – The functionality of an athlete: <ul style="list-style-type: none"><li data-bbox="629 181 837 209">• Basic first aid	British Heart Foundation – Heart Start
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p>PSHCE – Being an active citizen:</p> <ul style="list-style-type: none"> • Respectful relationships, including friendships <p>PE - Fitness:</p> <ul style="list-style-type: none"> • Physical fitness and health <p>Science -Reproduction</p> <ul style="list-style-type: none"> • Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems. • Menstrual cycle (without details of hormones), • Gametes. • Fertilisation including IVF • Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • Puberty and adolescence. 	www.nhs.uk/change4life
Year 7	Autumn 2	<p>PSHCE – Looking after yourself:</p> <ul style="list-style-type: none"> • Respectful relationships, including friendships • Online and media • Being safe • Intimate and sexual relationships, including sexual health • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention 	www.nspcc.org.uk www.nhs.uk/change4life

Year 7	Spring 1	<p>PSHCE - Puberty:</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Intimate and sexual relationships, including sexual health • Being safe • Mental wellbeing • Changing adolescent body <p>Computing – putting the ‘you’ into YouTube:</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Intimate and sexual relationships, including sexual health • Being safe • Mental wellbeing • Online and media 	<p>www.brook.org.uk www.stonewall.org.uk</p>
Year 7	Spring 2	<p>PSHCE – What it means to be British:</p> <ul style="list-style-type: none"> • Respectful relationships, including friendships <p>Computing – e-safety app design</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Being safe • Mental wellbeing 	

Year 7	Summer 1	PSHCE – Politics: <ul style="list-style-type: none">• Respectful relationships, including friendships	
Year 7	Summer 2	PSHCE – Young lifesaver: <ul style="list-style-type: none">• Basic first aid	British Heart Foundation – Heart Start

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 1	<p>PSHCE – Rights and responsibilities:</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media • Being safe • Mental wellbeing • Internet safety and harms <p>PE:</p> <ul style="list-style-type: none"> • Physical fitness and health 	www.nspcc.org.uk
Year 8	Autumn 2	<p>PSHCE – Crime and punishment:</p> <ul style="list-style-type: none"> • Online and media • Being safe • Mental wellbeing • Internet safety and harms 	www.nspcc.org.uk
Year 8	Spring 1	<p>PSHCE – Sex and relationships:</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Being safe • Intimate and sexual relationships, including sexual health • Mental wellbeing • Health and prevention • Changing adolescent body 	www.brook.org.uk www.stonewall.org.uk

Year 8	Spring 2	<p>PSHCE – Drugs and alcohol:</p> <ul style="list-style-type: none"> • Intimate and sexual relationships, including sexual health • Mental wellbeing • Drugs, alcohol and tobacco <p>Computing – Image manipulation</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Being safe • Mental wellbeing • Online and media 	<p>www.nhs.uk/change4life</p> <p>T3 - www.staffstreatmentandrecovery.co.uk</p>
Year 8	Summer 1	<p>PSHCE- Money management:</p> <ul style="list-style-type: none"> • Internet safety and harms 	<p>Money sense – www.natwest.mymoneysense.com</p>
Year 8	Summer 1	<p>PSHCE- Planning for the future:</p> <ul style="list-style-type: none"> • Respectful relationships, including friendships • Mental wellbeing 	

Science:

RSHE Science Curriculum: Key Stage 2 Reproduction

Key concepts

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

Key Processes

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

Range and content

As part of the topic on plant/animal reproduction and life cycles pupils will also cover, the human reproductive cycle, puberty, and type of fertilisation (external or internal). However greater detail on the reproductive organs and sex will not be covered until KS

Curriculum opportunities

This scheme of work will have particular emphasis on the physical and emotional changes boys and girls go through during puberty.

RSHE Science Curriculum: Key Stage 3 Reproduction

Key concepts

The key concepts of scientific thinking, applications and implications of science, cultural understanding, and collaboration will all be addressed within this scheme of work.

Key Processes

The key processes of practical skills will not be emphasised but enquiry skills will be encouraged. Key processes of critical understanding of evidence and in particular communication will be undertaken in this study of reproduction.

Range and content

3.3 b. the human reproductive cycle includes adolescence, fertilisation and foetal development

3.3 c. conception, growth, development, behaviour and health can be affected by diet, drugs and disease

Curriculum opportunities

This scheme of work will have particular emphasis on the personal, social, moral and cultural development of the pupils. There will also be opportunities for students to 'consider how knowledge and understanding of science informs personal and collective decisions about sexual health. This will include examining issues of contraception, pregnancy, STDs, pornography and internet usage. In Learning for Life students will focus more on the emotional side of these topics and the curriculum also covers areas such as mental health and domestic violence.

Religious Education Curriculum

As Ryecroft C.E Middle School is a Church of England school, the Lichfield Diocese planning is applied to the curriculum. Whilst this is not necessarily part of the Relationships, Sex and Health Education there is consideration given to key theologies to cater for multi-faith beliefs which may fall into the topics discussed.

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
RE – Christianity – multi-faith and non-religious beliefs.	<p>KS2/KS3 (Two year rolling programme)</p> <p><u>Autumn (1) Y1</u> God – relationships with God</p> <p><u>Autumn(1) Y2</u> Incarnation – the human body as flesh</p> <p><u>Autumn (2) Y1</u> Creation/Fall – relationships between men and women – leading into temptation</p> <p><u>Autumn (2) Y2</u> Gospel – what Kind of world did Jesus want?</p> <p><u>Spring (1) Y1</u> Islam – belonging to a faith – family and community</p> <p><u>Spring (1) Y2</u> Judaism – belonging to a faith – family and community</p> <p><u>Spring (2) Y1</u> Humanism – non-religious partnerships and ceremonies</p> <p><u>Spring (2) Y2</u> Salvation – what did Jesus do to save human beings?</p> <p><u>Summer (1) Y1</u> Prophecy/Wisdom (KS3) People Of God (KS2) – freedom and justice</p>	Understanding Christianity Lichfield Dioceses multi-faith planning. The Humanist Society

	<p><u>Summer (1) Y2</u> Kingdom Of God – Jesus as King</p> <p><u>Summer (2) Y1</u> Buddhism– belonging to a faith – family and community</p> <p><u>Summer (2) Y2</u> Hinduism– belonging to a faith – family and community</p>	
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Year 5 and 6

Appendix 2: By the end of key stage 2 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/civil partnership 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 exclude• 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 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

Year 7 and 8

Appendix 2: By the end of Key Stage 3 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/civil partnership is, including their legal status e.g. that marriage/civil partnership 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/civil partnership 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)
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

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| | <ul style="list-style-type: none">• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
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Appendix 3: Charter for Faith Sensitive and Inclusive RSHE

At Ryecroft C.E Middle School we seek to provide Relationships, Sex and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in an inclusive way that gives dignity, respect to all that make up our wonderfully diverse society, including the LGBT+ community.** It will be taught in a way that is sensitive to the faith and beliefs of those in the wider school community and will seek to fairly explain the tenets and varying interpretations of religious communities on matters of sex and relationships. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school and develop character and virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. It will encourage relationships that are hopeful and aspirational.
6. **That RSHE will be based on honest and medically accurate information based on reliable sources of information, including about the law and legal rights.** It will present a positive view of human sexuality. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have SEND but recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

RSHE is used to indicate Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with stakeholders may decide to include elements of sex education in their curriculum.

Appendix 6

Valuing All God's Children

Challenging homophobic, biphobic and transphobic bullying

It is important to recognise and understand the difference between a person's sex, sexual orientation and gender identity. Lesbian, gay, bisexual and trans (or LGBT) people are often talked about as one group, but there are important differences.

There are a wide variety of terms that people can use to describe their sexual orientation and gender identity, and the terms people use may change over time.

Glossary of terms

Gender Identity	A person's internal sense of their own gender, whether male, female, non-binary or something else.
Sex	Either of the two main categories (female and male) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes used interchangeably with 'gender' to mean 'female' or 'male'
Sexual Orientation	A person's emotional, romantic and/or sexual attraction to another person. Terms that some people use to describe their identity sexual orientation.
Bisexual	Refers to a person who has an emotional and/or sexual orientation towards people of more than one gender.
Gay	Refers to a man who has an emotional, romantic and/or sexual attraction towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.
Lesbian	Refers to a woman who has an emotional, romantic and/or sexual attraction towards to women.
Homosexual	This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual attraction towards someone of the same gender. The term 'gay' is now more generally used.
Cisgender	Refers to a person whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.
Non-binary	An umbrella term for a person who does not identify as male or female.
Trans	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.
Transgender Man	A term used to describe someone who is assigned female at birth but identifies as a man. This may be shortened to trans man or FTM, an abbreviation for female-to-male.
Transgender Woman	A term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman or MTF, an abbreviation for male-to-female.

Transsexual	Used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.
LGBT	An acronym for lesbian, gay, bisexual and trans.
Queer	In the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some. 'Gender queer' (alongside non-binary) refers to someone who does not identify within the gender binary of 'female' or 'male'.
Questioning	The process of exploring your own sexual orientation and/or gender identity.
Coming out	When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.
Gender dysphoria	Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with their gender they were assigned at birth.
Gender reassignment	Another way of describing a person's transition. To undergo this usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. It is a characteristic that is protected in the Equality Act 2010.
Gender Recognition Certificate	This enables trans people to be legally recognised as their self-identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you have to be over 18 to apply. You do not need a GRC to change gender at work or to legally change your gender on other documents such as your passport.
Gender variant	Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people.
Outed	When a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.
Pronoun	Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their
Transitioning	The steps a trans person may take to live in the gender they identify as. Each person's will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It also might involve things like telling friends and family, dressing differently and changing official documents.
Intersex	A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes female or male. Can identify as female, male or non-binary.

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	