



SHOREHAM ACADEMY

Relationships and Sex Education Policy

Updated Nov 2021
Next Review Nov 2023

Relationships and Sex Education Policy

Description of the Academy

Shoreham Academy is a mixed comprehensive academy of around 1800 students who are from a wide variety of social backgrounds and we have a larger than average percentage of children with special needs. We are a 10-form entry to Years 7 – 11 with approximately 300 students in the Sixth Form.

The academy is divided into 3 schools with a Director of Studies for each school. These are supported by non-teaching Pastoral Managers. It is through the Personal, Social, Health, Economic education (PSHEE) programme that relationships and sex education is delivered, most of this programme is delivered by the PSHEE teaching teams, one for each year group, with the support of the Curriculum Leader and external agencies. Each team will teach the same Units of Work every year which gives the teachers an opportunity to become confident in teaching Relationships and Sex Education and develop their own resources and teaching strategies within an overall common framework.

Introduction

What is relationships and sex education (RSE)? It is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life and marriage as one example, stable and loving relationships, respect (self-respect plus respect of others), love and care. It is also about the teaching of reproduction, sexuality, and sexual health.

It is essential that RSE is an inclusive curriculum appropriate to the age and stage of development of the students being taught. For the younger years, the focus will be on friendship and the maintenance of healthy and respectful relationships with others both in person and online. Equally, students will be made aware of and prepared for the physical and other changes of puberty before they take place.

Why? Relationships and Sex education becomes statutory in all secondary schools from Sept 2020 and provides exciting opportunities for exploring religion, faith, sex, sexuality and relationships. Under the Education Act 2002/ Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society
- Prepares students for the opportunities, responsibilities and experiences of later life

Within PSHEE, children and young people learn about the diversity of national, regional, religious and ethnic identities within the UK and the need for mutual respect and

understanding. It also requires that children and young people develop skills of enquiry and communication and are provided with opportunities to research topical political, spiritual, moral, social or cultural issues. *Blake & Katrak (2002)*

Relationships and Sex Education objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Where? Although RSE is taught in discrete units of work within the PSHEE curriculum, at Shoreham Academy we are working towards a curriculum where RSE is fully integrated, matching a holistic approach to Citizenship but where elements and themes will be drawn out in particular lessons, for example in science.

Moral Guidance: In order to move effectively through puberty and adolescence into adulthood, the young people at Shoreham Academy require knowledge, skills and positive beliefs to develop a sense of identity, self-esteem and self-confidence.

RSE at Shoreham Academy is designed to help students discuss and deal with difficult social and moral situations that they may be encountering in the present or may encounter in later life. It will help them to make considered choices which are right for them, and to be better able to resist social pressures in relationships of all sorts. It should enable them to recognise how their own behaviour could inappropriately create pressures on others and to avoid doing so. At the appropriate ages, students will be taught about both legal and moral consent.

Family guidance: RSE will be “given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life”. (Section 46 Education Act 1986). At Shoreham Academy we aim to develop an understanding of the value of stable, loving and caring, long-term relationships.

Aims of RSE (See Appendix)

At Shoreham Academy we see RSE as an active part of PSHEE, providing opportunities for exploring religion, faith, sex, sexuality and relationships. Within PSHEE young people learn about the diversity of national, regional, religious and ethnic identities within the UK and the need for mutual respect and understanding.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics (such as Female Genital Mutilation - FGM) are handled appropriately, this ensures that our relationship education teaching meets the requirements of equality law. RSE at Shoreham Academy teaches about diverse family backgrounds families.

At Shoreham Academy we aim to deliver good quality RSE by being committed to Relationships and Sex Education which takes into account the Sex Education Forum's "**Twelve Principles**" (see Appendix page 17 for full details):

1. RSE is an Identifiable part of the PSHEe Curriculum
2. Is taught by trained staff and expert visitors
3. Works in partnership with parents and carers
4. Delivers lessons where pupils feel safe
5. Is based on reliable sources of information
6. Promotes safe, equal, caring relationships
7. Gives a positive view of human sexuality
8. Gives pupils opportunities to reflect on values and influences
9. Includes learning about where to get help and advice
10. Fosters gender equality, LGBTQ+ equality and challenges all forms of discrimination
11. Meets the diverse needs of all pupils
12. Seeks pupils' reviews about RSE so teaching can be relevant

The aim of the academy Relationship and Sex education policy is:

- To be an integral part of the learning process from Year 7 to Sixth Form.
- To be accessible to all pupils.
- To encourage exploration of values and moral issues, consideration of sexuality and personal relationships (e.g. marriage and civil partnerships) and the development of communication and decision-making skills.
- To foster self-esteem, self-awareness, a sense of moral responsibility and skills to avoid and resist unwanted sexual experience.
- To develop knowledge, social skills, attitudes and values.

Parental, staff and student involvement regarding the policy

Consultation

Our current Relationship and Sex Education policy was reviewed and updated by the Curriculum Leader for PSHEE with Governor involvement in Nov 2021. Following the Curriculum Leaders update the policy was then reviewed by the Governors student focus group.

The policy will be reviewed bi-annually by the Curriculum leader for PSHEE and the link Governor; the next review date being Nov 2023. Parents were invited to a consultation evening in Oct 2021.

Dissemination

Copies of the policy will be available to all teachers, governors and parents via the academy website.

Parental right to withdraw children

From September 2020 parents have the right to withdraw their children from some aspects of Sex Education. This does not include what is taught as part of the Science Curriculum.

Parents **do not** have the right to withdraw pupils from relationship education.

In considering such a request, the school will use the following process:

- The Principal will discuss with the parent (and, if appropriate, the child) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Principal will discuss with the parent the benefits of the child receiving this important education and any detrimental effects that withdrawal might have on the child, including social or emotional effects of being excluded as well as the likelihood of the child hearing from their peers what was covered (and having that content channelled through a child's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Teaching and Learning Objectives

Objectives

RSE should support children and young people in managing adolescence and by preparing them for an adult life in which they have appropriate knowledge of:

Managing Relationships

- Understand the value of loving and caring relationships.
- Have confidence and self-esteem to value themselves and others.
- Have an awareness of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
- Have an awareness that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- Be aware of and enjoy their sexuality.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Neither exploit nor be exploited.

Human Development

- Understand the biological aspects of reproduction.
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. changes during puberty.

Family Planning

- Recognise that parenthood is a matter of choice.
- Consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.

Managing Risks

- Understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships.
- Have sufficient information and skills to protect themselves and their partner from unintended conceptions and sexually transmitted infections including HIV.
- Access confidential advice and support and learn how to communicate without embarrassment.

Morals and Morality

- Critically analyse moral values and explore those held by different cultures and groups.

- Understand the concept of stereotyping and discuss issues such as sexual harassment in terms of their effects on individuals.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, contraception, sexually transmitted diseases and technological developments which involve consideration of diverse attitudes, values, beliefs and morality.

Inclusivity

- To be aware of the many diverse relationships that exist
- To develop tolerance of differences.

Morals and Values Framework

At Shoreham Academy, the framework in which the programme is delivered is by presenting facts in an objective and balanced manner:

- To enable pupils to understand the range of sexual attitudes and behaviour in present day society.
- To know what is and is not legal.
- Developing an understanding of the legal and moral principles of consent.
- To consider their own attitudes.
- To make informed, reasoned and responsible decisions about the attitudes they will adopt both while they are at academy and in adulthood.

The teaching about the physical aspects of sexual behaviour will be set within a clear moral framework in which pupils are encouraged to consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour.

The academy will foster a recognition that both sexes should behave responsibly in sexual matters. Pupils will be helped to appreciate the benefits of family life and the responsibilities of parenthood.

The RSE programme respects individual differences including those relating to cultural, religious, ethnic and family backgrounds, and will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

DIVERSITY and INCLUSION

At Shoreham Academy we ensure that RSE is taught taking into account the diverse range of religious and cultural students and views within the school. Sessions are planned to ensure that ALL students have access to the learning they need to stay safe, healthy and understand

their rights as individuals. Clear, impartial scientific information is given, taking into account equality and legislation, on matters such as.

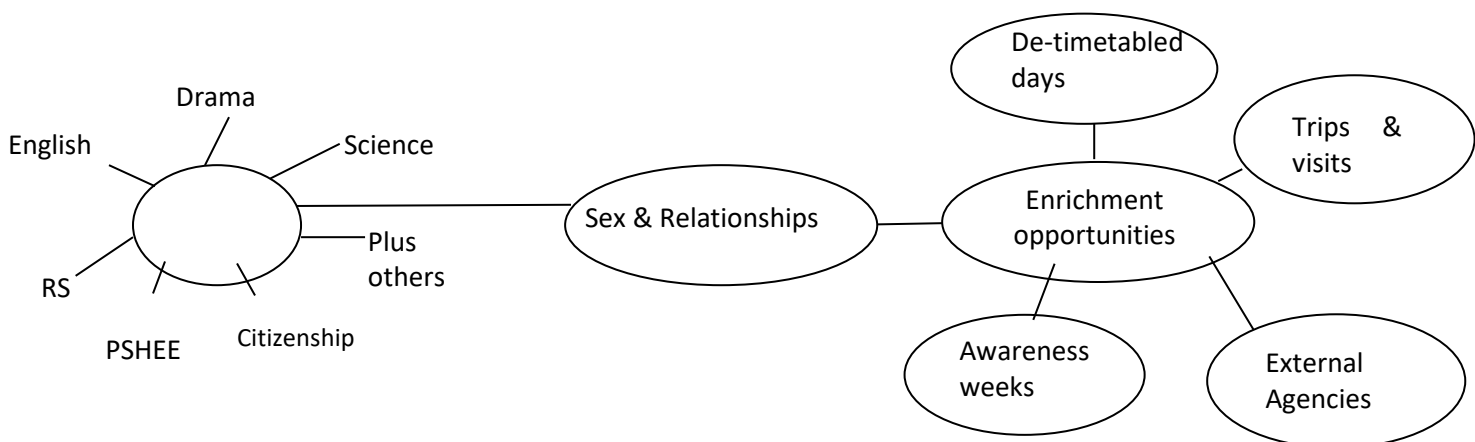
- Puberty
- Abortion
- Assisted conception
- The Law in relation to Forced Marriage and FGM (Female Genital Mutilation)

RSE at Shoreham Academy includes sessions on gender and LGBTQ+ equality where students are encouraged to challenge all forms of discrimination and bullying. Students are encouraged to respect differences so should be taught to understand that their sexual orientation and gender identity may be “emerging”.

RSE at Shoreham Academy meets the needs of all students, with their diverse experiences, including those with special educational needs and disabilities.

Delivery of RSE at Shoreham Academy Organisation

We are aiming for a holistic approach where relationships and sex are part of academy life.



The programme will be taught by PSHEE Teaching Teams with support from outside agencies where appropriate. Any external agencies are required to conform to the school’s PSHEE/ RSE Policy.

Training is provided through In-Service Training (INSET) and Continuing Professional Development (CPD) sessions using outside agencies, the expertise of members of staff, discussion and team teaching. Extensive support from the curriculum leader enables teachers to have confidence in teach RSE.

We encourage teachers to adopt the methodology that suits them within a common framework. A discussion or group work approach is favoured. Teachers should ensure teaching materials are age appropriate.

All year groups have a mixture of men and women as teachers who act in *loco parentis* (in the place of the parent). Personal beliefs and attitudes should not unduly influence the teaching of RSE and must not trespass on the proper exercise of parental rights and responsibilities.

All teachers are fully involved in all aspects of the work including modifying and changing the programme. They have had training or are naturally comfortable with the work. Other teachers who are less comfortable receive support from colleagues and some teachers choose not to be involved.

We do use drama groups in the academy to support the RSE curriculum. We are aware of work done in this area with our feeder schools and we ensure a continuity of approach to prevent overlap of content.

PSHEE is taught in 3 Enrichment days, 2 enrichment mornings and at certain times throughout the year, within mentor time. New resources will be continually reviewed and introduced as appropriate.

Teachers should encourage students to seek advice from parents and/or general practitioners or appropriate health professionals attached to the academy where appropriate.

Content

Content of our Relationship and Sex Education Programme which is delivered through Science and PSHEE.

The programme is well structured and recognises that children have the need for different levels of knowledge at different stages of development.

The core Theme of Relationships within the Programme of Study for PSHEE focusses on:

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of contexts (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

At Key Stage 3 (11-14)

Pupils will be taught:

- How to manage emotions and relationships confidently.
- The value of respect, love, care and commitment.
- Values and moral considerations.
- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
- How to get help and advice.
- Consideration of gender issues.
- That living things have structures that enable life processes to take place.
- To consider the possible impact of media on people's expectations of relationships
- Different types of relationships
- The importance of stable, long-term relationships for family life and bringing up children
- The physical and emotional changes that take place during adolescence (i.e. puberty).
- About contraception.
- Basic information about HIV / AIDS.
- That bacteria and viruses can affect health.
- How to separate fact from fiction.
- The law about consent.
- The safe and responsible use of information communication technology
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- About the difference between friendship groups and gangs

At Key Stage 4 (14-16)

Pupils will be taught:

- To consider issues of personal integrity and responsibility.
- Further consideration of HIV / AIDS.
- The reasons for delaying sexual activity.
- Consideration of choices and sexuality.
- Issues relating to homosexuality may be raised.
- The characteristics and benefits of positive, strong, supportive, equal relationships
- To recognise when a relationship is unhealthy or abusive
- How to avoid unplanned pregnancy.
- About abortion, including the current legal position and the range of beliefs and opinions about it
- Parenting skills and qualities and their central importance to family life
- To consider issues relating to abortion and contraception.
- To develop an awareness of exploitation, bullying, harassment and control in relationships
- About the impact of domestic abuse

- About diversity in sexual attraction and developing sexuality
- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- To recognise the impact of drugs and alcohol on choices and sexual behaviour

Reproduction

The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3 which states, under the subject content – Biology, pupils should be taught:

- 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, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

The parental right of withdrawal should not affect the cross-curricular approach to sex education. The teaching of apparently unrelated topics will occasionally lead to discussion of aspects of sexual behaviour. Provided discussion is controlled and set within the context of the other subjects concerned, it will not constitute part of a programme of sex education. It will be left to the teacher's professional judgement to balance the need to give attention to relevant issues with the need to respect pupils' and parents' views and sensitivities, particularly where pupils whose parents have withdrawn them from sex education are involved. Where difficulties or uncertainties occur, the teacher will shorten the discussion and seek advice from either the Director of Studies, Director of Learning or Senior Management.

There are occasions when teachers and professionals giving sex education will have to exercise their discretion and judgement about how to deal with particularly explicit issues raised by an individual pupil. The guidance states that "teachers are not health professionals" and teachers are accordingly advised to encourage a pupil asking for specific advice on contraception or other aspects of sexual behaviour to seek advice from their parents and if appropriate from the relevant health service professional. The teacher (or other staff member) to whom the child has confided, should seek advice from either the Director of Learning or Vice Principal.

The guidance also advises that in certain circumstances where the teacher believes that the pupil has embarked upon or is contemplating a course of conduct which is likely to place them at moral or physical risk or is breaking the law, the teacher has a general responsibility to ensure that the pupil is aware of the complications and is urged to seek professional advice from either the Director of Learning or the Vice Principal. If it is a child protection issue then the person responsible for child protection should be informed.

The academy will therefore as a matter of policy ensure that:

- All parents of children entering the academy will be informed in writing by the Principal of Aims and Objectives of the academy Relationships and Sex Education Policy, and of the course content, they will be informed of their legal right to withdraw their children from the sex education programme should they wish.
- Where matters of concern regarding either pupils displaying inappropriate levels of sexual knowledge or requiring contraceptive advice are raised, each individual case will be discussed with the appropriate Director of Learning, Senior Staff and the Principal and a decision taken, with all parties being mindful of the advice given in the 1993 Education Act.

The academy's Child Sexual Abuse procedures are documented separately in the Child Protection / Safeguarding Policy.

Staffing

- All PSHEE is taught by teams of PSHEE teachers for each year group throughout the academy (Years 7-13).
- Training and support provided by Curriculum Leader for PSHEE.
- Guest speakers from local bodies, charities and agencies.

Active Learning

Inclusive RSE will be delivered in a way that engages the people at Shoreham Academy and involves them in their own learning.

Active learning methods are based on

- Knowledge.
- Personal and social skills.
- Attitudes and values (including emotions).

Equal Opportunities

Refer to academy Equal Opportunities Policy (available freely on request).

Include a specific description of the content which will be covered within relationships and sex education, taking into account the age of pupils. Use the list of required outcomes in the "Relationships and Sex Education - Secondary Schools" Section of Annex A in the UL Relationships, Sex and Health Education Policy Statement.

Set out how the content will be taught and who will teach it and describe how the subject is monitored and evaluated.

Explain how the religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. All schools may teach about faith perspectives. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For

example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

Include an explanation of how delivery of the content will be made accessible to all relevant pupils, including those with SEND.

Safe-guarding and Confidentiality

Disclosures

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a member of staff receives information he/she believes is a health, safety or child protection issue to be addressed, they should refer this to a designated member of the safeguarding protection team. They should also make clear to the pupil that they cannot guarantee confidentiality and should ensure that the pupil understands that if confidentiality has to be broken, they will be informed first. Where appropriate, staff should seek help and advice when information has been disclosed.

Dealing with Difficult Questions

Teachers will be consulted and a glossary of terms will be developed to help answer questions. Each year team will agree an appropriate "I am not going to answer that question" response within a common framework.

Supporting Individual Needs

Any member of the academy community affected or infected by H.I.V. would be offered the same confidential support as we would offer in any other medical or social situations (for example other STI's or child sexual exploitation). The academy ethos aims to develop a caring supportive environment centred on individual needs.

Visitors/ External Agencies

All external agencies who visit the school to run workshops are required to sign in. They will have to wear a RED lanyard which will mean that they must be accompanied by a member of Shoreham Academy staff at all times. There will always be a member of teaching staff in a room where students are being taught by external visitors.

Monitoring and Evaluation

Pupil attendance is checked in the normal way. Assessment in PSHEE takes many forms including pupil self-assessment, peer assessment tasks and teacher assessment. Assessment occurs during and at the end of every topic taught in PSHEE. At the end of each topic we ask for feedback from the students. This is either verbal or written and from this we adjust our programme. Teachers are also involved in evaluating schemes of work so they can be adapted and made user-friendly for *all* teaching staff.

Delivery of the RSE curriculum is monitored by the schools' Senior Leadership Team.

We are in close contact with local G.P.s and Family Planning and associations who feed back to us concerns they have about our pupils' knowledge and understanding.

Complaints

Any complaints about the relationships and sex education programme at Shoreham Academy should be made in accordance with the school's usual complaints procedure.

Policy Review Date

	Date	Name of owner/author
Authorised:		
Policy Reviewed:	9 th Nov 2021	<i>Coralie Gregory (Head of PSHE)</i> <i>Kay Haffenden (Link Governor)</i> <i>Governors' Student Focus Group</i>
Next Annual Review Date:	Nov 2023	<i>Coralie Gregory (Head of PSHE)</i>

SHOREHAM ACADEMY

Guidelines for Staff teaching Relationship and Sex Education

The main concerns are around answering questions in class. Is the “awkward question” there to see what the teacher’s response is, or is it a genuine request for information? It is important that this situation is considered before a lesson is undertaken.

These guidelines are not the definitive answer and all situations are different. It is expected that teachers and visiting health workers will use their professional judgement to assess each situation as it occurs.

These guidelines are to help all of us consider what an appropriate response would be and how we as individuals should respond:-

- 1) You should only feel the need to answer questions with which you feel comfortable.
- 2) At the beginning of a session, particularly where questions are likely to arise, set some ground rules. Tell the pupils that you will do your best to answer questions in an appropriate way; this may be to the whole class, it may be to small groups or it may be to individuals.
- 3) There is some information that in the present climate would be inappropriate for discussion in a full class situation with some age groups.
- 4) If you decide not to answer a question you feel is genuine, but you are concerned at the appropriateness of the information being asked for, you must discuss this with the Head of School who will give the matter measured consideration.
- 5) When a question is asked, reflect it back to the pupil to determine exactly what it is they wish to know. This avoids confusion and giving more information than is necessary.
- 6) Try and predict some “difficult” questions and think in advance exactly how you would respond or, if necessary, deflect them. If there are questions you are unclear about, reply that you need time to think about that one and will get back to them. Then discuss with the Head of School.
- 7) Remember that classrooms are used by all age groups. Ensure the white board is cleaned or notes containing any sexually explicit language are collected in and destroyed at the end of the lesson.

To reassure you, most of you will not have need of these guidelines. In reality, the tricky question rarely gets asked!

Aims of Relationships and Sex Education (RSE) at Shoreham Academy

To Delay First Sexual Experience

Worthing and Adur District continues to have the highest number of U18 conceptions in the whole of West Sussex. We have to work hard to reduce this figure. A big factor in this is delaying first penetrative sex by promoting other less risky activities.

To Promote Equal, Healthy, Lasting, Loving Relationships

Relationships of every kind, without fear, violence, abuse, or inequality. As humans we don't automatically know how to form these kinds of relationships and so we need to practice and learn. A major focus of this is improving emotional literacy and understanding to encourage people to talk about how they feel and therefore to have their needs met whilst meeting the needs of others.

To Promote Safe Sex

At some point in their lives most young people will become sexually active. It should be a choice and not something they regret. Although the average age for first heterosexual intercourse is still 16 and the most common time is leaving home at 18, 98% will have become sexually active by the age of 32. Young people should practise safe sex by using barriers such as condoms, femidoms, dams, cots etc. and dual control, such as barrier and the pill, in long standing relationships to ensure minimal risk. An important aspect of this section is to ensure young people know how and where to access help, advice and support if, for some reason, they have not used protection.

Our school is committed to relationships and sex education, which:

1.

Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages

2.

Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)

3.

Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

4.

Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills

5.

Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion

6.

Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

7.

Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

9.

Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

10.

Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life

8.

Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views

11.

Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities

12.

Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes

These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2020, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (which is taught in maintained schools) includes some elements of sex education.

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