



**Leytonstone**  
SCHOOL

# **Relationships and sex education policy**

**November 2023**

**Approved by: Leytonstone School governing board**

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## Overview

As of September 2020, RSE education became compulsory in all state maintained secondary schools.

At Leytonstone School, we are committed to delivering this education through a curriculum that is truly representative of our community and the needs of our students, so that they can effectively safeguard themselves as young adults. Our curriculum shows due regard to protected characteristics and promotes tolerance, respect and compassion. We base skills taught in RSE on our core values (Appendix 4), pastoral team feedback and student voice so that we remain in line with the ethos of our school and the needs of our students.

In addition, our resources and teaching are considerate of diversity of belief, which may be based on culture, religion, sexual orientation or another factor. We do not tolerate discrimination or prejudice against any of the protected characteristics and create a safe learning environment to enable equal access for all students to RSE.

Our curriculum is based on the PSHE Association's thematic model, which is mapped to the RSE government guidance on what students should know before they leave secondary school (Appendix 2). Our resources are made to reflect age appropriateness, local area data and the voice of our school community to ensure the delivery of the curriculum is current and effective.

For more information on protected characteristics please visit:

<http://www.legislation.gov.uk/ukpga/2010/15/section/4>

## 1. Aims

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

1. Support Leytonstone school to fulfil its legal obligations and accomplish good practice.
2. Ensure that the Leytonstone RSE curriculum is delivered effectively to all students, so that they are in line with our schools' ethos and values
3. Provide a framework in which sensitive discussions can take place
4. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
5. Develop the maturity, self-awareness and understanding of others to be respectful citizens and effectively identify risk
6. Know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene

## 2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Statutory guidance set out by the DfE in relation to RSE replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed by the DfE three years from first required teaching (September 2020) and every three years after that point.

2020 RSE guidance from the Department for Education states what schools **must** comply with when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance will inform our drop-down curriculum and some of our form time pastoral curriculum.

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as the DfE believes contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

### Documents that further inform the school's RSE policy include:

- Keeping Children Safe in Education 2023 (statutory guidance)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)  
<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signpostingtool-2/>
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND code of practice: 0 to 25 years (statutory guidance)  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Alternative Provision (statutory guidance)  
<https://www.gov.uk/government/publications/alternative-provision>
- Mental Health and Behaviour in Schools (advice for schools)  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

[https://www.equalityhumanrights.com/sites/default/files/what\\_equality\\_law\\_means\\_for\\_you\\_as\\_a\\_n\\_education\\_provider\\_schools.pdf](https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_a_n_education_provider_schools.pdf)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)  
<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800615/Independent\\_School\\_Standards- Guidance\\_070519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf)
- National Citizen Service guidance for schools  
<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-andcolleges>

### 3. Policy development

This Policy was developed to meet good practice recommendations from the DfE. The DfE has not made it compulsory to engage parents in the development of The Leytonstone RSE Curriculum, but recommends it as good practice. In October 2023, new guidance was shared by the Secretary of State for Education about schools being mandated to share RSE materials with parents and carers. Discussions are currently taking place regarding how the school will fulfil this recommendation - <https://educationhub.blog.gov.uk/2023/10/24/rshe-relationships-health-sex-education-review-curriculum-to-protect-children/>. Leytonstone School included a parent-led curriculum discussion within its consultation to allow parents to express their views on the curriculum and what they would like to see taught in the RSE curriculum at Leytonstone school.

### 4. Definition

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

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

RSE is not about the promotion of sexual activity.

Whilst RSE promotes equality and respect for all groups, it does not compel students to assume beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

### 5. Curriculum

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

We have developed the curriculum in consultation with parents and pupils, taking into account the age, needs and feelings of pupils along with national and local data trends. 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. Our RSE programme is an integral part of our whole school PSHE education provision and will cover all of the items set out by DfE RSE Statutory Guidance including; Relationships and Sex Education and Physical Health and Mental Wellbeing. The curriculum will be mapped to the statutory guidance to ensure all topics students must know before they leave secondary school are covered. Additionally, the curriculum will be mapped to our school values and ethos to ensure that PSHRE is an integral part of Leytonstone school to enable our students to safeguard themselves effectively.

The curriculum, resources and staff training will be representative of the diverse nature of our student body so that all students feel included.

The LGBTQ+ community and our resources will be monitored by a member of the senior leadership team who will consult with the LGBTQ+ working party and pupil parliament groups.

We will not teach aspects of protected characteristics solely as standalone units, we will ensure the entirety of our curriculum represents all of the community that our school is comprised of.

## 6. Delivery of RSE

RSE is taught within the personal, social, health, relationship, economic (PSHRE) education. There will also be aspects of RSE in the Pastoral curriculum that is delivered in form time twice per week. Biological aspects of RSE are taught within the science curriculum, and other aspects of RSE are included in the wider curriculum of the school. The school will continue to evaluate the wider curriculum to embed PSHRE teaching thought all subjects.

Students will additionally receive stand-alone sex education sessions delivered by a trained health professional from the Waltham Forest sexual health services.

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

1. Families
2. Respectful relationships, including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

Our RSE programme will be planned and delivered through bi-weekly, 50 minutes lessons. We deliver a spiral PSHRE curriculum, that focuses on revisiting the core skills and attributes that we believe our students need in order to safeguard themselves in the wider world. We use the DfE recommended PSHE Association ( <https://www.pshe-association.org.uk/> ) thematic curriculum map and learning outcomes that are mapped to the requirements of the RSE (2020) guidance requirements. The core skills and attributes that we will revisit, designed to fit our school values and ethos they are as follows;

1. **critical thinking**
2. **decision making**
3. **self- awareness**
4. **Identifying risk**
5. **assertive communication**
6. **self-reflection**
7. **oracy (especially in relation to naming feelings and emotions)**
8. **advocacy**
9. **seeking out help**
10. **clarifying values**

Please see Appendix 4 for the rationale in setting these core skills and attributes, to meet the needs of our school community.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHRE coordinator. Where possible, we will use resources recommended by the PSHE Association and/ or the DfE. Additionally, local data, student views and staff feedback will inform our lesson content and resources. All resources will be carefully planned with our students, community, British Values and the law in mind.

Following feedback from our community, we will teach 'Intimate and sexual relationships, including sexual health' items of RSE in single sex classrooms.

## 7. Assessment

Assessment in RSE will take the approach that personal attributes and skills, so central to RSE education, are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a student's resilience, empathy or risk management with any real meaningfulness or confidence. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before. While it might not be written down and handed in for marking, such personal reflection in RSE education lessons is essential, so ensuring students have time and space to reflect on this – either privately or through discussion – is a vital part of the assessment process. In addition to this, assessing effective teaching and learning in PSHRE education works best with, and should include, a combination of teacher questioning, student self-assessment and peer-assessment (PSHE Association, 2020).

To achieve an effective assessment model for our students a colour coded system will be used in PSHRE books: Black pen will be used initially to show students' baseline ideas. Green pen will be used for new ideas/ self-assessment and red pen for peer marking – assessment points will be highlighted for teachers within the resources made by the PSHRE coordinator. Teachers will feedback in blue pen where required. The purpose of this is so that students are able to look back through their learning and reflect on new knowledge and information. Additionally, the use of different coloured pen allows teachers to look back through books and assess baseline delivery of lessons that can be fed back to the PSHRE coordinator and influence future planning and delivery.

Effectiveness and assessment in PSHRE will be reviewed each year by the PSHRE Coordinator.

## 8. Safe and Effective Practice

By training staff effectively through video, live CPD and guest speakers on the delivery of sensitive RSE topics we provide a safe environment for students to contribute to RSE teaching and learning that will have an impact on both their academic and non-academic outcomes.

At Leytonstone we encourage staff and students to engage in the importance of RSE and as a result, tackle the barriers to learning, raise aspirations and improve life chances, especially for our vulnerable and disadvantaged students.

Leytonstone will ensure a safe learning environment by enforcing the 8 ground rules that are used consistently throughout the school and set out by the PSHRE coordinator. This will be consistent for the duration of a student's time at Leytonstone School. Students not adhering to the 8 ground rules will be sanctioned accordingly.

Each class will discuss what these 8 ground rules mean to them and agree on how they will implement them into their form group;

1. Openness
2. Make no assumptions
3. Listen to others
4. Keep the conversation in the room
5. Non-Judgemental approach

6. Asking questions
7. Seeking help and advice
8. Using correct language

When delivering sensitive topics, distancing techniques such as role play, agony aunts and uncles, buzz groups, ask-it basket, TV story lines, confidence alleys, syndicates and media cheques are used. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Following feedback from our community, we will teach 'Intimate and sexual relationships, including sexual health' items of RSE in single sex classrooms. This does not include one lesson on Period Poverty that will be taught in a mixed setting so that both genders can come together to discuss a matter of social justice.

## 9. Roles and responsibilities

### The Governing Board

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation. The SLT line manager for PSHE and Head teacher will be responsible for communicating updates to the governors as to the developments of the curriculum in terms of design and delivery. The impact of PSHRE will be reported to governors through anonymised student voice and as part of work scrutiny reports.

### The Head Teacher

The Head Teacher is responsible for ensuring that this Policy and the RSE Curriculum is implemented consistently.

Under the leadership of the head teacher, the Senior Leadership Team are responsible for ensuring that this Policy and the RSE Curriculum are implemented consistently and fairly in the school and for managing requests to withdraw students from the sex education components of the RSE Curriculum.

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive and unbiased way
- Modelling positive attitudes to RSE
- Modelling equality, diversity and inclusion
- Monitoring progress in RSE as part of the standard internal baseline assessment systems for student performance.
- Responding to the needs of individual pupils (e.g. those with special educational needs and disabilities – “SEND and EAL students”).
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE
- Differentiating PSHRE lessons to meet the academic and emotional needs of their students
- Making PSHRE and Paroral lessons in accordance with the planning rota set by the PSHRE coordinator

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

Leytonstone School teaching staff are trained on the delivery of RSE through video and live CPD as part of their continuing professional development. Specific departments (e.g. the science department) should additionally arrange internal training or awareness raising for their staff on wider curriculum inclusion of RSE. Heads of Departments should work with the PSHRE Coordinator to ensure that that PSHE, Diversity, inclusion, and



aspects of RSE is implemented into all areas of the curriculum. The HOD for each department is responsible for this taking place.

## **Pupils**

Pupils are expected to;

- engage fully in RSE unless they have been withdrawn by a parent or carer following the correct channel set out in section 9 of this policy
- when discussing issues related to RSE, treat others with respect and sensitivity and follow the 8 ground rules set out by the school for a safe learning environment

## **10. Parents' right to withdraw**

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 sex education components of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix 2 – DFE requirements. Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher at least one week prior to the date of the taught lesson.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Requests will be granted unless exceptional circumstances exist.

The Head Teacher or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are clear, clarify the nature, purpose and intended benefits of the RSE curriculum, explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE curriculum from other students, rather than a qualified adult.

These discussions should be noted, and withdrawal requests will be stored on the student's educational record.

Alternative relationships work will be provided for pupils who are withdrawn from sex education.

The process to request to withdraw students from the sex education components of the RSE Curriculum is the same for SEND students. However, in exceptional circumstances the school Head Teacher or SENCO may want to take the specific needs of a SEND student into account when making this decision on the right to withdraw, and also attendance to certain areas of the curriculum.

## **11. Training**

Staff are trained on the delivery of RSE through both live and video CPD.

Videos and/ or written resources will be signposted at the start of every RSE lesson to support delivery of that unit.

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

## 12. Monitoring arrangements

The delivery of RSE is monitored by the head teacher, the senior leadership team and the PSHRE Coordinator through:

- lesson observations
- book looks
- learning walks
- the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.

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

The curriculum will be monitored for its impact and relevance on a continual basis through

- teacher feedback to the PSHRE coordinator
- student opinion
- national and local data trends

Student development in RSE is assessed as part of the standard assessment systems for student performance, at a department and school level (e.g. behaviour and performance management, parents' evenings).

This policy will be reviewed at least every two years, by the Head Teacher with oversight from the governing body.

## 13. SEND pupils and RSE

The policy of Leytonstone school is that SEND pupils should follow the same RSE program as all other students.

When appropriate, and to ensure that the RSE Curriculum is accessible for all Leytonstone pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND students. Lesson differentiation will initially be conducted by the PSHRE Coordinator and SEND team to ensure that resources are age appropriate and meet the needs our community. Following this, from tutors will further differentiate activities and resources to ensure that they are accessible to all learners in their class, especially in regard to SEND and EAL pupils.

This will be done on a case by case basis, through collaboration between teaching staff, staff who work closely with particularly SEND pupils, and wider support systems as appropriate (e.g. parents or carers).

When delivering RSE to SEND pupils, Leytonstone School will be mindful of:

1. The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
2. The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
3. The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
4. The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

## Appendix 1: Curriculum map

### Relationships and sex education long term curriculum map overview

	<b>Autumn 1 - Health and Wellbeing</b>	<b>Autumn 2 - Relationships</b>	<b>Spring 1 - Health and Wellbeing</b>	<b>Spring 2 - Relationships</b>	<b>Summer 1 - Living in the Wider World</b>	<b>Summer 2 - Living in the Wider World</b>
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> and <b>Mental health</b> and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Digital literacy</b> and <b>Online safety</b> , digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Setting goals</b> Learning strengths, career options and goal setting	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Healthy relationships</b> Relationships and sex expectations, myths and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choice	<b>Next steps</b> Application processes, and skills for further education, employment and career progression
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families Different</b> families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships		

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>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</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
TOPIC	PUPILS SHOULD KNOW

<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
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**Appendix 3: Parent form: withdrawal from sex education within RSE**

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

## Links to legacy school values

Community	<p>The PSHRE curriculum at Leytonstone prepares our students to live in the wider world so that they can be successful contributors to society. We address many cultural, moral, and social issues that students are exposed to as young adults. We equip students with knowledge of their rights and responsibilities in society and teach how this applies to British law. By revisiting core skills throughout the curriculum such as; <b>critical thinking, decision making and self-awareness</b> we give students the skills to reflect on their own lifestyle and contribution to our school and wider community.</p>
Challenge	<p>In PSHRE we teach <b>assertive communication</b> so that students can challenge misconceptions and promote inclusivity. We encourage kindness throughout the curriculum and inspire students to challenge anyone who is not following our school's ethos, which has hard work and integrity at its core. <b>Identifying risk</b> is a key focus of the PSHRE curriculum, and we equip students with the skills to recognise and assess situations and influences that may be of detriment to them.</p> <p>Additionally, the context of PSHRE lessons are designed to challenge preconceptions, ideas and bias to encourage debate and develop oracy to allow for articulate communication.</p>
Reflection	<p>The assessment aspect of PSHRE requires students to <b>self-reflect</b>. This will be a requirement of students in every lesson and thus building students ability to look inwardly and understand what is needed for self-development. One example of how we achieve this is by giving a journaling prompt within every lesson, students will fill the 'journal' section in the back of their PSHRE books and be encouraged to revisit this to look for behaviour patterns within themselves.</p>
Curiosity	<p>The PSHRE curriculum promotes <b>oracy</b>. Our staff are trained in <b>oracy</b> for PSHRE to ensure</p>



	<p>that students can correctly articulate their feelings. We embrace curiosity and create a safe learning environment where asking questions is continually encouraged so that students have their questions answered by trained professionals and do not seek answers online.</p>
Bravery	<p>We want our students to be leaders whom influence decisions within political, economic, and social institutions. In PSHRE we encourage students to clarify their values and take part in <b>advocacy</b> not only in the classroom, but also in the wider community. We teach students that it is important to be brave, not engage in group think, be happy in their own skin and where to seek help if they feel that themselves or a friend needs support.</p>
Knowledge	<p>The PSHRE curriculum aim is to give students the knowledge they need to safeguard themselves both now and when they are no longer in school.</p> <p>Additionally, we want students to be active members of society and make positive changes for their future. We teach students to recognise fake news and give them the tools to know how to seek out valid information and <b>think critically</b> to make decisions based on their own <b>values</b> and beliefs.</p>
Healthy	<p>Strategies for positive physical health are promoted in PSHRE along with how to <b>recognise risk</b>. The teaching of mental health is paramount in our curriculum and we not only teach explicit lessons on mental health, we ensure that it is considered thought all lesson design.</p> <p>We use strategies such as a “feelings wheel” to teach students to articulately name feelings and emotions so that they learn how to effectively express themselves. We signpost mental health support in the majority of our lessons and we ensure that our students know where to seek support if they are struggling with mental health.</p>

**Core skills in RSE**

**critical thinking decision making, self-awareness  
Identifying risk assertive communication  
self-reflection  
oracy (especially in relation to naming feelings and emotions), advocacy seeking out help  
clarifying values**