



Relationships and Sex Education (RSE) Policy

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Next Review Date	July 2022
Ratified by the Headteacher	July 2021

Relationships and Sex Education (RSE) Policy

1. Definition: RSE refers to Relationships and Sex Education

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and careers education (PSHCE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

2. Context

Horsforth School takes its responsibility to provide relevant, effective and responsible RSE to all of its students as part of the school's personal, social, health education (PSHCE) curriculum very seriously. The school wants parents/carers and students to feel assured that Relationships and Sex Education (RSE) will be delivered at a level appropriate to both the age and development of students.

We are required to teach RSE as part of our PSHCE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver RSE.

High quality RSE helps create a safe school community in which our students can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping Students Safe in Education – Statutory guidance for schools and colleges (September 2019).
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing secondary education must teach Relationships and Sex Education and Health Education.
- Students need to be prepared for the physical and emotional changes they undergo at puberty and want to learn about relationships. Older students frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in all relationships. These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- RSE plays an important part in fulfilling the statutory duties the school has to meet as section 2 of the National Curriculum framework (DfE, 2013).
- The Department of Health set out its ambition for all students to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, The Importance of Teaching (2010) highlighted that 'Students need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- Schools maintain a statutory obligation under the Children's Act (2004) to promote their students emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare them for the challenges, opportunities and responsibilities of adult life. A

comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The wider context of RSE

The school's RSE programme will:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all students, including those with additional learning and language needs.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that family is a broad concept; not just one model, e.g. nuclear family. Encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity.
- Ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up.
- Work in partnership with parents/carers and students, consulting them about the content of programmes.
- Work in partnership with other health professionals and the wider community.

RSE contributes to:

- A positive ethos and environment for learning.
- Safeguarding students (Students Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobia/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Policy relationship to other policies

This policy supports and complements the following policies:

- Anti-bullying
- Positive Behaviour
- Child Protection/Safeguarding Children (including FGM, CSE, Peer on Peer abuse, Online Safety)
- PSHCE
- Equal and Diversity
- Online Safety
- First Aid
- Health & Safety
- SEND/Inclusion

Documents that inform the school's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- KCSiE 2019

3. Aims

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of students and of the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- Learn the importance of values and individual conscience and moral considerations.
- Learn the value of family life, marriage, and stable and loving relationships for the nurture of students.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision-making.

Personal and social skills:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Develop an appreciation of the consequences of choices made.
- Manage conflict.
- Learn how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- Learn and understand physical development at appropriate stages.
- Understand human sexuality, reproduction, sexual health, emotions and relationships.
- Learn about contraception and the range of local and national sexual health advice, contraception and support services.
- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

In addition to this, we also aim to:

- Raise students' self-esteem and confidence.
- Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- Teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them.

- Support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies.
- Provide students with the right tools to enable them to seek information or support, should they need it.
- Teach students about consent and their right to say no, in an age appropriate manner.
- To teach lessons that are sensitive to a range of views, values and beliefs.
- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe healthy and understand their rights as individuals.

The aim of RSE is NOT to:

- Encourage young people to become sexually active at a young age.
- Promote a particular sexual orientation or gender identity.
- Sexualise young people.

4. Policy Development and Evaluation

This policy was updated by Sarah Nowell, Deputy Headteacher (Pastoral) in June 2021.

The school is required to consult with parents when developing and renewing this policy, in line with statutory guidance.

First Draft Policy Consultation:

All parents/carers were consulted through a survey via email and there is a planned parent forum for summer 2020. Teaching and non-teaching staff were consulted through briefings and surveyed in February 2020. Students in Year 8 and Year 10 were consulted through survey and specialist assemblies in February 2020. Trustees were informed of the policy and consultation at the Trustee Meeting May 2020. Further consultation is planned through email with full ratification at the Trustee meeting at the end of the Summer Term 2020.

This policy was ratified by the Trustee Board in July 2020. This policy will then be evaluated annually by the Headteacher to ensure it is still fit for purpose. Circumstances may require more frequent modifications. On 25th February 2020 the Trustee Board delegated responsibility to evaluate and ratify this policy to the Headteacher.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted.
- The content of the RSE curriculum is flexible and responsive to students' differing needs which are gathered and student parliament.
- Students are receiving an entitlement curriculum for RSE in line with national and local guidance.
- There are clearly identified learning objectives for RSE activities and students' learning is assessed.
- Training for staff and quality assurance of practice.
- A variety of methods is employed to communicate the key points of the policy and curriculum to the stakeholders.

This policy will be on the school website and freely available on request to the whole school community once fully published.

5. Authors

This draft policy has been written by SAN in April 2020, and has been reviewed and updated in June 2021.

6. Procedures

Procedures to support this policy are appended as follows:

- Appendix 1 The Content from the DfE for Statutory Relationship and Sex Education KS3/4
- Appendix 2 Relationship and Sex Education Content for Years 7-11 at Horsforth School
- Appendix 3 The Content from the DfE for Statutory Relationship and Sex Education KS5
- Appendix 4 The Statutory aspects of Sex Education in Science
- Appendix 5 Key Responsibilities for RSE
- Appendix 6 Delivery of RSE at Horsforth School
- Appendix 7 Teacher Support and CPD
- Appendix 8 Ground Rules and Confidentiality
- Appendix 9 Language and Questioning
- Appendix 10 Assessment and Quality Assurance
- Appendix 11 Inclusion, Equality and Diversity
- Appendix 12 The Right to Withdraw
- Appendix 13 Support and Resources

Appendix I: Statutory Relationships and Sex Education Content from DfE: KS3-4

All schools must teach the following as statutory Relationships and Sex Education; parents/carers do not have the right to withdraw their child from the Relationships education.

<p>Families (No right to withdraw)</p>	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships (no right to withdraw)</p>	<ul style="list-style-type: none"> • 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. • 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>Online and media (not right to withdraw)</p>	<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

	<p>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> <ul style="list-style-type: none"> • 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.
<p>Being Safe (no right to withdraw)</p>	<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).
<p>Intimate and sexual relationships, including sexual health (right to withdraw from parts)</p>	<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 and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2 Relationships and Sex Education: Curriculum Outline for Years 7-11 at Horsforth

Year 7	
Families	<p>Different types of committed, stable relationships. How these relationships might contribute to human happiness / importance for bringing up children. What marriage is, including legal status? Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships. Roles and responsibilities of parents with respect to rising of children, including the characteristics of successful parenting.</p>
Respectful relationships, including friendships	<p>Positive healthy friendships, practical steps students can take in a range of different contexts to improve or support respectful relationships. Non- sexual relationships.</p>
Online and media	<p>Student's rights, responsibilities and opportunities online, include that the same expectations of behaviour apply in all contexts, including online. Benefits and risk associated with social media. Over reliance on social media. Harmful behaviour on social media and its effects/impact. How to identify danger: respond and report.</p>
Being Safe	<p>Being safe: Introduction to the grooming of children by sexual predators and criminal gangs. (CCE/CSE) Exploitation.</p>
Changing Adolescent Bodies	<p>Puberty - main changes in the male and female body: emotional and physical impact. Menstrual cycle.</p>
Intimate and sexual relationships, including sexual health	<p>Reproduction within Science lessons.</p>
Year 8	
Families	<p>Legal status of relationships. Safe adult relationships.</p>
Respectful relationships, including friendships	<p>Stereotypes and the damage they cause: sex, gender, race, religion, sexual orientation, disability. How students might normalise non-consensual behaviour or encourage prejudice.</p>
Online and media	<p>Online risks safety re-visited: 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.</p>

	<p>Body image in the media. Bullying in reference to cyber bullying.</p>
Being Safe	<p>Bullying: different types, effects and how to support and report. What it means to be a bystander and where to get help at school, online and at home. The schools Bullying policy and procedures.</p>
Changing Adolescent Bodies	<p>Re-visit and further detail on Puberty. Good sleep – how poor patterns can affect weight, mood and ability to learn.</p>
Intimate and sexual relationships, including sexual health	<p>Re-visitation of reproduction within Science lessons. Introduction to sexual intercourse as part of safe relationships.</p>
Year 9	
Families	<p>How to determine whether other children, adults or sources of information are trustworthy.</p>
Respectful relationships, including friendships	<p>Judging 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. Respect: That in school and in wider society students can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Exploration of hate crimes.</p>
Online and media	<p>Keeping safe online revisited. Exploitation online: with reference to potential coercion, blackmail and bullying in relation to Child Sexual Exploitation, Child Criminal Exploitation, Sexting.</p>
Being Safe	<p>The concepts of and laws relating to, sexual consent, sexual exploitation, abuse, grooming and coercion, and how these can affect current and future relationships. Child Sexual Exploitation, Child Criminal Exploitation, Sexting. Safe adults/safe relationships. Reporting concerns.</p>
Changing Adolescent Bodies	<p>Puberty and reproduction revisited as part of intimate relationships topic. The science relating to blood, organ and stem cell donation.</p>
Intimate and sexual relationships, including sexual health	<p>Characteristics of positive and healthy intimate relationships with reference to: mutual respect, consent, loyalty, shared interests and outlook, sex and friendship. What sex is? The choice to delay sex. The importance of Consent, how it can be withdrawn in all contexts including online. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively.</p>

	<p>Facts about reproductive health.</p> <p>The effects of a sexual relationship on Physical and mental health.</p> <p>Basic introduction to contraceptive choices, with particular reference to the condom and its efficacy.</p> <p>Sexually Transmitted Infections, symptoms and treatment. Reference to HIV/ AIDS and facts about testing.</p>
Year 10	
Families	<p>The role of parents will be explored when looking at the concepts of love, respect, trust and what constitutes safe relationships and adults that we can trust.</p> <p>The role of siblings will be explored when looking at peer relationships and peer on peer abuse</p>
Respectful relationships, including friendships	<p>The concepts of love, respect, trust and what constitutes safe relationships including peer relationships, marital and sexual relationships.</p> <p>Progressive teaching on the legal rights and responsibilities regarding equality.</p>
Online and media	<p>The impact of viewing harmful content online, that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours. How this 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. Revisit of Child Sexual Exploitation and Sexting.</p> <p>Revisit body image as presented in the media, exploration of impact on self-esteem and confidence. Impact on mental health.</p>
Being Safe	<p>Facts and laws relating to, abuse, coercion, peer on peer abuse, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, (female genital mutilation) and how these can affect current and future relationships.</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>Progressive teaching on gang violence and criminal exploitation – county lines.</p>
Changing Adolescent Bodies	<p>Physical and emotional changes will be re-visited and discussed further during the lessons contraceptive and STI lessons.</p>
Intimate and sexual relationships, including sexual health	<p>The facts about the full range of contraceptive choices, efficacy and options available. Where to access these.</p> <p>The full facts about different sexually transmitted infections, how they are transmitted, how risk can be reduced through safer sex (including through condom use).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>

	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Year II	
Families	The role of the family will be explored in the facts and choice about pregnancy lessons.
Respectful relationships, including friendships	Serious relationships: trust, consent, loyalty, mutual respect, shared outlook.
Online and media	Exploitation online revisited.
Being Safe	Alcohol dependency, Drugs and the law – revisited. Impact of substances and risky behaviours. Safer sex. Where to access support and information locally and nationally. Progressive teaching on sexual harassment, sexual violence, including upskirting and criminal exploitation – county lines.
Changing Adolescent Bodies	The importance of self-examination. Consolidation of the changing adolescent body for both males and females.
Intimate and sexual relationships, including sexual health	Choice to delay sex and intimacy. Re-visitation of consent. 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). Emergency Contraception.

Appendix 3 Statutory Relationships and Sex Education for Key Stage 5

CORE THEME 1: HEALTH AND WELLBEING

KS5 Students learn:

Healthy lifestyles

H8. To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening.

Sexual health

H18. To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships.

H19. How to reduce the risk of contracting or passing on a sexually transmitted infection (STI).

H20. How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.

CORE THEME 2: RELATIONSHIPS

Relationship values

R1. How to articulate their relationship values and to apply them in different types of relationships.

R2. To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion.

R3. To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships.

Forming and maintaining respectful relationships

R4. To manage mature friendships, including making friends in new places.

R5. To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online.

R6. To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy.

R7. To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'.

R8. To use constructive dialogue to support relationships and negotiate difficulties.

R9. To manage the ending of relationships safely and respectfully, including online.

R10. To recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships.

Consent

R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online).

R12. To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent.

R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.

Contraception and parenthood

R14. To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age.

R15. To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner

tively use different contraceptives, including how and where to access them.

...the most appropriate methods of contraception in different circumstances (including emergency contraception).

R18. To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.

Bullying, abuse and discrimination

R19. To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online.

R20. To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships.

R21. To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk.

R22. To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support.

R23. Strategies to recognise de-escalate and exit aggressive social situations.

R24. To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon.

R25. Ways to celebrate cultural diversity promote inclusion and safely challenge prejudice and discrimination.

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.

National Curriculum Science:

<p>Key Stage 3:</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, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta 	<p>Key Stage 4:</p> <ul style="list-style-type: none"> hormones in human reproduction, hormonal and non-hormonal methods of contraception communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) sex determination in humans
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The Year 7 Science Programme of Study: Human Reproduction Module



Relate advice to pregnant women to ideas about transfer of substances to the embryo.

1 Know	2 Apply
<p>Ideas</p> <p>K1 The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.</p> <p>K2 The developing foetus relies on the mother to provide it with oxygen and nutrients; to remove waste and protect it against harmful substances.</p> <hr/> <p>Facts</p> <p>K3 The menstrual cycle lasts approximately 28 days.</p> <p>K4 If an egg is fertilised it settles into the uterus lining.</p> <hr/> <p>Key words</p> <p>K5 Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.</p> <p>K6 Fertilisation: Joining of a nucleus from a male and female sex cell.</p> <p>K7 Ovary: Organ which contains eggs.</p>	<p>A1 Explain whether substances are passed from the mother to the foetus or not.</p> <p>A2 Use a diagram to show stages in development of a foetus from the production of sex cells to birth.</p> <p>A3 Describe causes of low fertility in male and female reproductive systems.</p> <p>A4 Identify key events on a diagram of the menstrual cycle.</p> <p><input type="checkbox"/></p> <hr/> <p><input type="checkbox"/></p> <hr/> <p><input type="checkbox"/></p> <hr/> <p><input type="checkbox"/></p> <hr/>

- K8 Testicle: Organ where sperm are produced.
- K9 Oviduct or fallopian tube: Carries an egg from the ovary to the uterus and is where fertilisation occurs.
- K10 Uterus, or womb: Where a baby develops in a pregnant woman.
- K11 Ovulation: Release of an egg cell during the menstrual cycle, which may be met by a sperm.
- K12 Menstruation: Loss of the lining of the uterus during the menstrual cycle
- K13 Reproductive system: All the male and female organs involved in reproduction.
- K14 Penis: Organ which carries sperm out of the male's body.
- K15 Vagina: Where the penis enters the female's body and sperm is received.
- K16 Foetus: The developing baby during pregnancy.
- K17 Gestation: Process where the baby develops during pregnancy.
- K18 Placenta: Organ that provides the foetus with oxygen and nutrients and removes waste substances.
- K19 Amniotic fluid: Liquid that surrounds and protects the foetus.
- K20 Umbilical cord: Connects the foetus to the placenta.

3 Extend

- E1 Explain why pregnancy is more or less likely at certain stages of the menstrual cycle.
- E2 Make deductions about how contraception and fertility treatments work.
- E3 Predict the effect of a mother taking cigarettes, alcohol or drugs on the developing foetus.

Appendix 5 Key Responsibilities for RSE

i) All PSHCE teachers

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding RSE.
- Attend and engage in professional development training around RSE provision, including individual and whole staff training or briefings where appropriate.
- Attend staff briefings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- Report back to the PSHCE Curriculum Leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's safeguarding reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, gender identity, including SEND.
- Ask for support in this from the school SEND coordinator or the PSHCE Coordinator, should they need it.

ii) PSHCE Curriculum Leader and Deputy Head teacher (Pastoral):

The PSHECE leads are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead members of staff will:

- Develop the school policy and review it briefly on a yearly basis and in full every three years.
- Ensure members of the Trustee Committee will be offered appropriate RSE training.
- Ensure that teachers are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff is up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students.
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way.
- Ensure parent/carers are made aware of the of the RSE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school.
- Communicate freely with staff, parents/carers and the Trustee Committee to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

iii) Trustees

Trustees play an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link Trustee for RSE is Tessa Freer, who is the Safeguarding lead Trustee. Tessa Freer works closely with, and in support of, the lead members of staff.

As well as fulfilling their legal obligations, the Trustee Board will also make sure that:

- All students make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all students with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

iv) Students

All students:

- Are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum.
- Should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues.
- Will listen, be considerate and respectful of other people's feelings and beliefs and comply with the ground rules that are set.
- Will have the opportunity to talk to a member of pastoral or CP staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- Will be asked for feedback on the school's RSE provision through parliament and through lessons.

v) Parents/carers

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- Consult with parents/carers when planning the RSE policy.
- Ensure parents have access to the policy (online or hard copy at request).
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn, up until three terms before the child's 16th birthday, from some or all of sex education delivered as part of statutory RSE.
- Build a good relationship with parents/carers on these subjects over time by inviting individual parents into school to discuss any concerns or queries they have.
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

Appendix 6 Delivery of RSE

Students in years 7 -11 including Sixth Form, receive their entitlement for learning RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- RSE is part of the one hour per fortnight timetabled PSHCE lesson for all year groups 7-13.
- Parts of RSE is also covered within the Science Curriculum for Key Stage 3 and 4.
- Use of experienced PSHCE and DSL staff, and/or external agencies/services.
- Drop down hours/days or themed weeks such as the safety week, health week, or mental health week.
- Schools safeguarding ethos and curriculum work to protect to children.
- Cross curricular links e.g. science, drama, ICT, RE, Health and Social Media.
- Through SMSC.
- Specialist Assemblies.
- The Character programme.

Appendix 7 Teacher Support and Continued Professional Development (CPD)

It is important that all teachers feel comfortable to deliver RSE lessons.

CPD needs are identified and met through the following ways:

- An audit of staff CPD needs will be completed each year or at appropriate times throughout the year.
- Training and support is organised by Emily Gledhill and Sarah Nowell. Staff will be given generic RSE training with targeted sessions for individuals and year group teams at relevant times throughout the year and for those who need/request it.
- The deliberate organisation and timetabling of PSHCE means that only experienced RSE leaders teach and deliver sensitive themes and safeguarding topics. These members of staff are child protection officers within school. They deliver issues seen as potentially more sensitive, which could encourage a disclosure and are trained and confident in managing and dealing with matters of confidentiality, child protection and potentially difficult questions or responses within the classroom and beyond.
- The school may use external providers such as the Health and Wellbeing Service, school nurse, Horsforth Children's Services and the police to support in meeting staff CPD needs.

Appendix 8 Ground Rules and Confidentiality Protocol

Ground rules

PSHCE staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, the ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

Basic ground rules used in PSHCE will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Rules will ensure students can be confident speakers, good listeners and effective, sensitive communicators. When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. Additional, non-negotiable ground rules for RSE will also be set before the lesson commences.

Additional ground rules for RSE:

- It is ok to ask questions, but not personal questions of each other, and not of the teacher. Questions can also be put in the worry box on Mrs Nowell's door for the RSE leads to read.
- Don't use names: if you want to share a personal story, speak in the third person.
- Try to only ask questions related to what we are learning in the lesson.
- Use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.
- We never use what is said in lesson to be unkind, hurt or bully someone.

Confidentiality

No member of staff is able to offer or guarantee absolute confidentiality. If a member of staff suspects that a child is a victim of abuse or is at risk of abuse s/he should follow the school procedures for reporting concerns and see the designated staff for Child Protection immediately. Staff will always try to encourage students to talk to their parents or carers and will give them support to do so. If members of staff are unsure or uneasy about the comments or behaviour of any individual or class, they will seek assistance from the Designated Teachers for Child Protection.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. They will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques. Outside the teaching situation, health professionals such as school nurses can:

- Give one to one advice or information to a pupil on a health-related matter including contraception.
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment. The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment.

Appendix 9 Language and Answering Questions

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. Teachers will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE/Science lessons.

An agreed list of basic vocabulary used in PSHCE / Science classes:

Puberty, Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Period, Vagina, Vulva, Labia, Clitoris, Cervix, Oestrogen, Penis, Foreskin, Testicles, Scrotum, Epididymis, Sperm, Sperm ducts, Prostate gland, Urethra, Ejaculation, Erection, Wet dream, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Egg, Ovum, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobia, Homophobia, Transphobia, Biphobia, LGBTQ, Abortion, Pornography, Female Genital Mutilation (FGM), Sexting, Abuse, Sexuality, Child Sexual Exploitation, Domestic Violence, Grooming, Rape, Condom, The coil, The pill, Teenage pregnancy

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in PSHCE and RSE lessons, but will have benefits for the whole school community, both in and out of lessons. Staff will establish ground rules for PSHCE lessons establishing clear parameters for both language and questions.

The Positive Behaviour policy ensures that all staff challenges the casual use of HBT language in school and in class. Staff will ensure that this is reported on SIMs so that follow up procedures including sanctions and support can be made by the pastoral and Diverse Alliance team.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions.

The deliberate organisation and timetabling of PSHCE means that only experienced RSE leaders teach and deliver sensitive themes and safeguarding topics. These members of staff are child protection officers within school. They deliver issues seen as potentially more sensitive, which could encourage a disclosure and are trained and confident in managing and dealing with matters of confidentiality, child protection and potentially difficult questions or responses within the classroom and beyond.

When spontaneous discussion arises, all PSHCE teachers will guide it in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leaders / Child Protection Officer. Students are encouraged to pop questions in the worry boxes in school and seek out RSE leads themselves. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will report this via CPOMs or to the designated safeguarding lead in person, in line with school policy and procedures.

Appendix 10 Assessment and Quality Assurance

Assessment

- All students in years 7-11 will use Reflection Logs as a form of self-assessment for PSHCE and RSE. Students will record and reflect on their learning at key points in the year or at the end of topics, such as RSE.
- The logs provide a chance for students to pause and reflect on prior learning and the new knowledge or skills gained.
- There is no formal assessment or level given to students in PSHCE or RSE.
- The reflection logs will be seen and checked by teachers at key points in the year. This will inform future class work, re-visitation of work, unpicking of misconceptions, lesson planning within that sequence and overall pedagogy.
- The reflection logs will be quality assured by the RSE leaders and members of the Leadership team at least twice in the year.
- Reflection logs will be used in a whole school work scrutiny and for moderation with PSHCE staff.

Quality Assurance

The RSE leaders and Leadership Team will:

- Ensure effective PSHCE leadership and effective quality assurance procedures through the leadership link meeting and evaluation cycle 3 times a year.
- This includes a system of lesson walk through, work scrutiny and peer support: a deep dive
- Generic lesson walk through by members of the Leadership team.
- A system for review of the RSE policy and programme.
- Reflection Log scrutiny and moderation.
- Student and staff voice.
- Liaison with primary schools for KS2 information.

Appendix 11 Inclusion, Equality and Diversity

We are required by law to comply with relevant requirements of the [Equality Act 2010](#). All students are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all students regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include students with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every student to feel valued and included in the classroom.

We promote the needs and interest of all students. The school's approaches to teaching and learning take into account all needs of the students to ensure all can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others.

Responding to students' diverse learning needs:

Considerations will be made for:

- Religious and cultural diversity.
- Differing gender needs and abilities, including SEND.
- Diverse sexuality of students.
- Homophobic/transphobic/biphobic bullying and behaviour.
- Student's age and physical and emotional maturity.
- Students who are new to English.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Horsforth School holds the utmost respect for religious beliefs and practices. As such we recognize that some religions teach that a family model is based on a relationship between a man and a woman and see it as a preference. But the law in the UK allows and respects the rights of people who live in other relationships and families. Our students will come across and may have peers from different families. Therefore RSE at Horsforth is inclusive to inform and to reduce prejudice or bullying. We promote tolerance, equality and respect in line with the laws of this country.

Single gender groups:

For some topics, it may be more appropriate to teach in single gender groups. This will be carried out by the RSE leaders only. Working in single gender groups can considerably help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for students, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special educational needs and disabilities (SEND):

RSE helps all students understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that all students receive RSE and we will offer provision appropriate to the particular needs of our students, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully.

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Students, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all students can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Support for pregnant teenagers and young fathers

The school is inclusive. We support both girls and boys who are entering parenthood with both their academic and pastoral needs, whether this is on or off school site. We work closely with a variety of external agencies, including Horsforth Children's Services to support students with either their maternity leave education or reintegration back into school after birth.

Support for LGBTQ+ students

The school is inclusive. Our curriculum meets the needs of all of our students and takes into account a range of sexual identity and developing need.

Students who affiliate as LGBTQ + have support from all staff. All policies around behavior, expectations and bullying make it very clear that prejudice and bullying will not be tolerated. Support is offered to our students through:

- The Diverse Alliance Group.
- Signposting, displays and information around school.
- The Nurture room (LINK).
- We are a stonewall school.
 - Through specialist assemblies and anti-bullying week.
 - Through the wider PSHCE and RE curriculum.
 - Through the curriculum and SMSC activities.

Appendix 12 The Right to Withdraw

RSE will be taught within PSHCE lessons.

Parents/carers have the right to request that their child be withdrawn from **some or all** of sex education delivered as part of statutory RSE.

There is **no right** to withdraw from Relationships Education or Health Education.

There is **no right** to withdraw from PSHCE lessons as a whole.

Process:

Parents/carers should write to the Headteacher to outlining their request to withdraw.

Before granting any such request the senior leaders for PSHCE will first discuss the request with parents/carers at a school based meeting and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school will document this process to ensure a record is kept.

The senior leaders for PSHCE will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers request to withdraw the student, up to and until three terms before the child turns 16.

After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms in year 11.

This process is the same for students with SEND. However, there may be exceptional circumstances where the senior leaders and SENDCo may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is withdrawn from sex education, school will ensure that the student receives appropriate, independent learning provision in the library for the period of withdrawal.

Appendix 13 Support and Resources we use as a school.

The Leeds Health and Wellbeing Service: www.schoolwellbeing.co.uk. We have consulted with them over their policy and used part of their model policy. RSE leaders attended their training to be 'RSE ready' for September 2020.

Healthy relationships, sexual consent, exploitation and abuse:

Our planning and information about FGM can be found at: www.forwarduk.org.uk

Lesson around consent and guidance on consent is at: www.pshe-association.org.uk/consent

Child Exploitation and Online Protection (CEOP) have produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk. We use all their short films, including 'sick party' made by local teens in Leeds for CSE.

We use Brook for signposting about relationships, safety and risks, at: www.brook.org.uk/shop.

Violence within relationships:

Brook has worked with Fink to produce a set of conversation cards that focus on exploitation, violence and consent. These are available at: www.brook.org.uk/shop.

Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>. We signpost to this charity and use it in lessons.

Teaching about sexting:

The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>.

We use a series of short films about the consequences of sexting, using CEOP.

Inclusive RSE:

Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk. We use these resources and we are proud to be a stonewall school.

Local places of support we signpost to:

www.schoolwellbeing.co.uk

www.healthyschools.org.uk

www.leedsforlearning.co.uk

<http://leedssexualhealth.com>

<http://www.themarketplaceleeds.org.uk/>

<https://www.mindmate.org.uk/>

National sources of support we signpost to:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

www.riseabove.org.uk

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>