

Hope Corner School

Relationships, Sex and Health education policy

July 2021

This policy will be reviewed: September 2022

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Intent

All teaching at Hope Corner School is rooted in our Christian Ethos, including teaching about love and sexual relationships.

We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions.

At Hope Corner School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. All students have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated. Students will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

RSHE Aims at Hope Corner School

Relationship, Sex and Health Education enables young people to become healthy, independent and responsible members of society. The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Support students with understanding on puberty, and give them an understanding of sexual development and how it is related to moral values and responsibilities;
- Ensure students understand the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships ensuring that there is no stigmatisation of young people based on their home/personal circumstances;
- Teach students the correct vocabulary to describe themselves and their bodies.

Statutory requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

The regulations and guidance in relation to Health Education do not apply to independent schools – we will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – draft shared with parents for comment
4. Approval – once amendments were made, the head teacher approved, the policy was then shared with governors and approved

Feedback will be sought from students on the delivery of the curriculum and used as part of the policy review.

Definition

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

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Curriculum

We have developed the RSHE curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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.

For more information about our curriculum, see Appendix 1 – RSHE curriculum.

Delivery of RSHE

The RSHE curriculum at Hope Corner will be:

Differentiated

Hope Corner School recognises that RSHE is sensitive to the different needs of individual students and must be taught in a way that allows students to access the teaching at their cognitive and emotional development stage. Learning and teaching methods will be regularly adapted and specialist resources provided to meet the needs of students.

Cross-curricular

Hope Corner School is committed to the education of the whole person, therefore teaching on relationships, sexuality and health is reflected in each relevant part of the wider curriculum. Throughout the academic year, students do a range of topics within the Personal Development curriculum which will link closely to RSHE and this provides teaching and learning in a varied way, by different members of staff to embed the key messages that students need to learn. Theme teaching can also offer opportunities of teaching and learning RSHE subjects, for example links with Mental Health / Staying Healthy themes. Students also cover e-safety throughout the year which connects to staying safe in online relationships.

Integrated

A well planned programme will not just ensure that there is correspondence across all areas of learning, but will also give guidance to parents to ensure that they are involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, students should hear a consistent message about the meaning and value of human sexuality at home and at school. This can be achieved by integrating the parents/guardians.

Co-ordinated

None of these educational goals are possible if RSHE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSHE must be taken seriously by school staff; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment; taught by those committed to doing it well; taught as a part of a whole-school approach by those who are able to celebrate - not merely tolerate - the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Christian Values, school should ensure that children and young people are offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including Marriage (Same Sex Couples) Act 2013).

Roles and responsibilities

The governing body

The governing board approves this policy.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

Students

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Training

Relevant staff are trained on the delivery of RSHE.

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

Monitoring arrangements

The delivery of RSHE is monitored by the headteacher and the subject leader through lesson planning and observations, teacher monitoring and pupil feedback.

Students' development in RSHE is continually assessed by class teachers as part of Personal Development Assessment.

This policy will be reviewed by RSHE teaching lead and Head of teaching and learning.

At every review, the policy will be approved by the head teacher and governing body .

Appendix 1: Curriculum

Hope Corner School

Relationship, Sex and Health Education Curriculum Summer 2021

Hope Corner School Vision

Our vision is for young people to aspire to their potential by understanding God's love for them.

Introduction

All teaching at Hope Corner School is rooted in our Christian Ethos, including teaching about love and sexual relationships. We will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use sex education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions.

At Hope Corner School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. All students have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated. Students will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Teaching on this subject intends to reflect Hope Corner School's values, shown in the table below. These values are necessary to living well in relationship with others and they should underpin the teaching.

Values	KS3 students are growing to be:	KS4 students are growing to be:
Respect - Matthew 7:12a	<ul style="list-style-type: none"> - respectful of their own bodies, character and gifts - respectful, able to identify other people's personal space and respect the ways in which they are different - courteous in their dealings with friends and strangers 	<ul style="list-style-type: none"> - respectful of their own bodies, character and gifts, including their emerging sexual identity - respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity - courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts
Nurture - Colossians 3:12-14	<ul style="list-style-type: none"> - compassionate, able to emphasise with the suffering of others and the generosity to help others in trouble - self-giving, able to put aside their own wants in order to serve others 	<ul style="list-style-type: none"> - compassionate, able to emphasise with the suffering of others and the generosity to help others in trouble, recognising the importance of self-sacrificing love - self-giving, able to put aside their own wants in order to serve others
Potential - Genesis 1:27	<ul style="list-style-type: none"> - courageous in the face of new situations and in facing their fears 	<ul style="list-style-type: none"> - courageous in the face of new situations and in facing their fears
Excellence - Colossians 1:23	<ul style="list-style-type: none"> - determined and resilient in the face of difficulty 	<ul style="list-style-type: none"> - determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure
Unity - Ephesians 4:16b	<ul style="list-style-type: none"> - loyal, able to develop and sustain friendships - forgiving, developing the skills to allow reconciliation in relationships 	<ul style="list-style-type: none"> - loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible - forgiving, developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness
Integrity - Proverbs 11:3	<ul style="list-style-type: none"> - honest, committed to living truthfully - just, understanding the impact of their actions locally, nationally and globally 	<ul style="list-style-type: none"> - aware of the importance of honesty and integrity in all forms of communication - just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed
Christ-Centred - 1 Corinthians 10:31	<ul style="list-style-type: none"> - grateful to others and God <p>All above values link in to this value and underpins the teaching, the environment and the development of the school.</p>	

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Hope Corner School is committed to the education of the whole person, therefore teaching on relationships, sexuality and health is reflected in each relevant part of the wider curriculum. Throughout the academic year, students do a range of topics within the Personal Development curriculum which will link closely to RSHE and this provides teaching and learning in a varied way, by different members of staff to embed the key messages that students need to learn. Theme teaching can also offer opportunities of teaching and learning RSHE subjects, for example links with Mental Health / Staying Healthy themes. Students also cover e-safety throughout the year which connects to staying safe in online relationships.

Integrated

A well planned programme will not just ensure that there is correspondence across all areas of learning, but will also give guidance to parents to ensure that they are involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, students should hear a consistent message about the meaning and value of human sexuality at home and at school. This can be achieved by integrating the parents/guardians.

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Balanced

Whilst promoting Christian Values, school should ensure that children and young people are offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including Marriage (Same Sex Couples) Act 2013).

RSHE Aims at Hope Corner School

Relationship, Sex and Health Education enables young people to become healthy, independent and responsible members of society. The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place;
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- Ensure students understand the importance of health and hygiene;
- Help students develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships ensuring that there is no stigmatisation of young people based on their home/personal circumstances;
- Teach students the correct vocabulary to describe themselves and their bodies.

The model of this curriculum covers KS3 and KS4 and is in line with Department for Education Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education published 25th June 2019 and its updates It will be renewed annually or as required in response to changes in statutory guidance. It is adaptable to the age and ability of the students, and it intends to have a broad overlap with other areas of the curriculum, such as Personal Development lessons, E-Safety focusses and relevant theme teaching such as Wellbeing, Mental Health and Healthy Living.

KS3 students should be taught:		KS4 students should be taught:
Families	<ul style="list-style-type: none">- the nature of marriage and its role in society- the role of marriage as the basis of family life and its importance to the bringing up of children- the nature and importance of marriage; the distinctions between marriage, civil partnerships and other stable, long term relationships- the roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex- understanding that loving, supportive family relationships provide the best environment for a child- that marriage is a commitment, entered into freely, never forced through threat of coercion	<ul style="list-style-type: none">- to understand the importance of marriage- the role of marriage as the basis of family life and its importance to the bringing up of children- about the sanctity of life, and the significance of this concept in debates about abortion- parenting skills and qualities and their central importance to family life (including the implications of young parenthood)- the impact of separation, divorce and bereavement on individuals and families and the need to adapt to changing circumstances

KS3 students should be taught:		KS4 students should be taught:
Respectful relationships, including friendships	<ul style="list-style-type: none"> - about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things - the need to challenge unacceptable discriminatory language and behaviour and how to do so - recognise stereotypes and how they can encourage damage and prejudice - the features of positive and stable relationships and the virtues needed to sustain them (e.g trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc. - that relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these - the nature and importance of friendship as the basis of a loving, sexual relationship - that someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences - to identify the characteristics of unhealthy relationships and where to get help 	<ul style="list-style-type: none"> - about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things; to evaluate the extent to which their self-confidence and self-esteem are affected by others - about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community - the characteristics and benefits of positive, strong, supportive, equal relationships - to manage changes in personal relationships including the ending of relationships - to recognise when relationships are unhealthy or abusive and strategies to manage this or access support for self or others at risk - the role peers can play in supporting one another, including helping vulnerable friends to access reliable, accurate and appropriate support
Online and media	<ul style="list-style-type: none"> - there are many different body shapes, sizes and physical attributes - media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual - how to use technology safely, including social media and consideration of their 'digital footprint' - that not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation 	<ul style="list-style-type: none"> - the influences on their body image including the media's portrayal of idealised and artificial body shapes - the health risks and issues related to body image and ideals, including cosmetic procedures - an awareness of the challenges posed by online bullying and how to respond

	KS3 students should be taught:	KS4 students should be taught:
Being safe	<ul style="list-style-type: none"> - they have a right to not have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate - they have a right to protect their body from inappropriate and unwanted contact - consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent' - to recognise the impact that the use of substances (drugs and alcohol) has on the ability to make good and healthy decisions - there are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them 	<ul style="list-style-type: none"> - they have a right to not have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate, building on learning at KS3 - about harassment and how to manage this - to recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g violent behaviour) and how to respond - about the impact of domestic and relationship violence (including sources of help and support) - an awareness of exploitation, bullying and harassment in relationships (including and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond - that extremism and intolerance in whatever forms they take are never acceptable and why - the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern - the concept of consent in relevant, age-appropriate context building on KS3, how to seek consent and to respect others' rights to give, not give or withdraw consent - the risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships - to understand the pernicious influence of gender double standards and victim-blaming - to understand the consequences of unintended pregnancy and of teenage parenthood and options available - where and how to obtain sexual health information, advice and support - to have the skills and strategies to respond to being targeted or witnessing the targeting of others relating to illegal practice such as radicalisation, forced marriages, honour-based violence, etc.

	KS3 students should be taught:	KS4 students should be taught:
Intimate and sexual relationships, including sexual health	<p>Health:</p> <ul style="list-style-type: none"> - how to take care of their body and the importance of taking increased responsibility for their own personal hygiene - that all aspects of health can be affected by choices made in sex and relationships - the purpose and importance of immunisation and vaccination <p>Sexual relationships:</p> <ul style="list-style-type: none"> - to recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love - the importance and benefits of delaying sexual intercourse until ready - the basic concepts of sexual identity, gender identity and sexual orientation <p>Life cycles:</p> <ul style="list-style-type: none"> - how and why a person's body changes during puberty and links this with feelings and emotions - human reproduction, including the structure and function of the male and female reproductive systems - about gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g. foetal alcohol syndrome <p>Fertility:</p> <ul style="list-style-type: none"> - the menstrual cycle and the function of gametes (sperm and ova) in fertilisation 	<p>Health:</p> <ul style="list-style-type: none"> - to take increased responsibility for monitoring their own health, including testicular and breast self-examination - that certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence - the physical and emotional damage caused by female genital mutilation (FGM) <p>Sexual relationships:</p> <ul style="list-style-type: none"> - to recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love, building on learning at KS3 - the importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage - there is diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them <p>Life cycles:</p> <ul style="list-style-type: none"> - further knowledge on how and why the body goes through physical and mental changes during puberty - human reproduction, including the structure and function of the male and female reproductive systems and the correct terms for the reproductive body parts, both internal and external - about gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g. foetal alcohol syndrome - The different stages in the development of an unborn child in the womb from the moment of conception to birth <p>Fertility:</p> <ul style="list-style-type: none"> - about human fertility, methods of contraception for the purposes of avoiding pregnancy and the difference between the methods available - that fertility levels can vary in different people; can be damaged by some sexually transmitted infections with age, including information on the menopause - the negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility - about abortion, including current legal position, the risks associated with it, the Church's position and other beliefs and opinions about it

	KS3 students should be taught:	KS4 students should be taught:
The Law	<ul style="list-style-type: none"> - to recognise that they are responsible for their own behaviour - the law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given - the law regarding the sharing of images through technology 	<ul style="list-style-type: none"> - to recognise that they are responsible for their own behaviour and how to inform their conscience - that FGM is a criminal act and where to get support for them and their peers - there are some cultural practices which are against UK law and Universal Rights (e.g FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc) - the definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM and why they are always unacceptable

Appendix 1: Department for Education Statutory Guidance Relationships Education, Relationships and Sex Education (RSE)

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Topics	Students should know:
Families	<ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Topics	Students should know:
Respectful relationships, including friendships	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict reconciliation and ending relationships, this includes different (non-sexual) types of relationship practical steps they can take in a range of different contexts to improve or support respectful relationships how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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
Online and media	<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online not to provide material to others that they would not want shared further and not to share personal material which is sent to them what to do and where to get support to report material or manage issues online the impact of viewing harmful content that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail how information and data is generated, collected, shared and used online

Topics	Students should know:
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example 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 and 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

Topics	Students should know:
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)

Appendix 2: Department for Education Guidance - Health Education published 25th June 2019 and its updates

By the end of secondary school

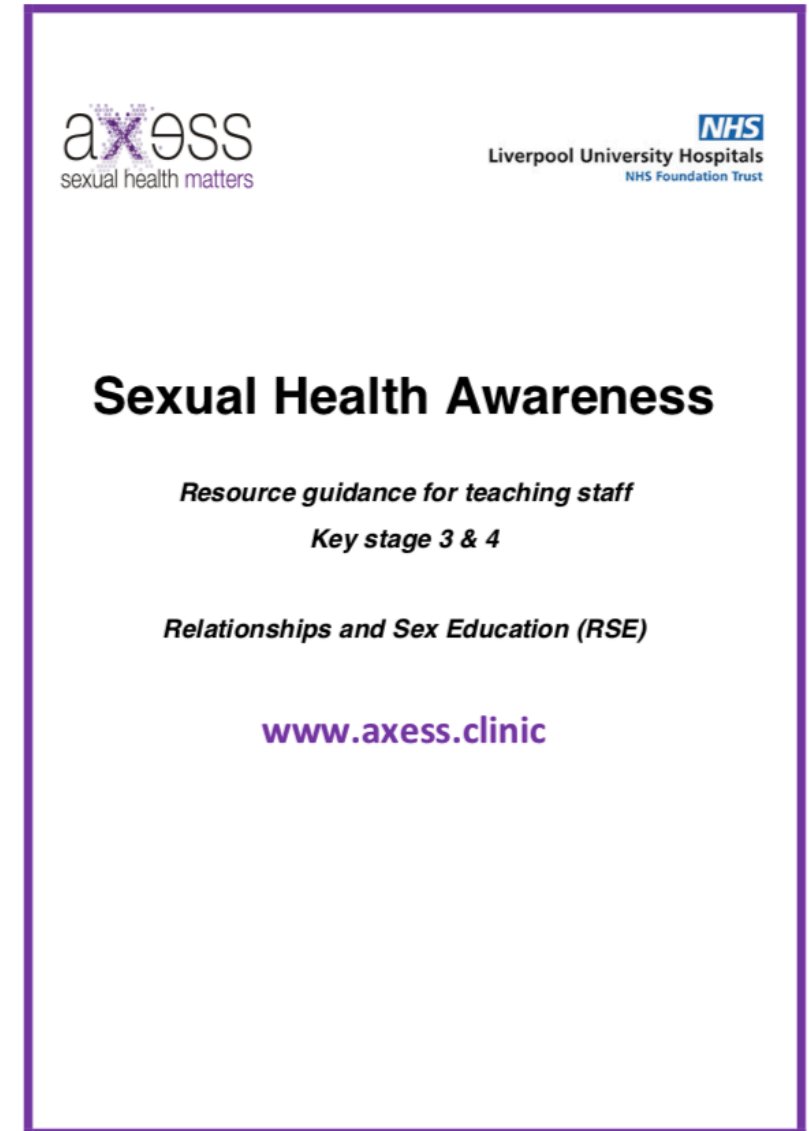
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Topics	Students should know:
Mental wellbeing	<ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary• that happiness is linked to being connected to others• how to recognise the early signs of mental wellbeing concerns• common types of mental ill health (e.g. anxiety and depression)• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health• about the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Topics	Students should know:
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency awareness of the dangers of drugs which are prescribed but still present serious health risks the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening the facts and science relating to immunisation and vaccination the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> basic treatment for common injuries life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing the main changes which take place in males and females, and the implications for emotional and physical health

Appendix 3: Axxess: Sexual Health Awareness - Resource guidance for teaching staff Key stage 3 & 4

Examples of this guidance shown below; it is to be used alongside the Axxess powerpoint and booklets for KS3 and KS4 RSE teaching.



axess supporting the RSE curriculum

axess Sexual Health is an integrated sexual health service provided by Liverpool University Hospitals NHS Foundation Trust. We provide free, high quality contraception, sexual health and outreach services.

We believe that good sexual health is a right for everybody and promise that when you access our services you will receive the respect you deserve.

We work in partnership with local community groups, GP's and pharmacies to offer sexual health services in a range of settings.

axess outreach team work within all education settings offering training and educational sessions to students and professionals.

All secondary schools are required from the 2020 academic year to have relationships and sex education (RSE) in place and embedded within the school curriculum. axess would like to support this process offering specialised knowledge and factual, relevant educational resources.

To be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning around, for example, online safety, mental health, body image, drugs and alcohol and the development of skills and attributes such as resilience and positive decision making.

axess RSE resource

This axess education resource provides practical support for you as PSHE education leads to implement some of the sexual health elements of the statutory requirements for RSE effectively within your PSHE curriculum.

A student work booklet for both key stage 3 and key stage 4 are included, each with its own interactive supporting power point. The learning objectives and outcomes are built upon and expanded which revisits and reintroduces topics at a deeper and more complex level to consolidate and enhance learning opportunities between key stages.



The Sexual Health Facilitator

Let's begin with some top tips...

- It is ok not to know the answer to a question. Even sexual health professionals don't know all the answers. If you are unsure, be honest and research the answer. Alternatively, you can signpost people to www.axess.clinic or www.nhs.uk. *Never try to guess the answer.*
- Expect laughs and giggling. Even adults can find some topics in sexual health funny, so it is no surprise that most students will laugh.
- Some young people get very embarrassed about sexual health. It is important not to force anyone to join in an activity if they feel uncomfortable - after all **consent** is everything!
- Do not give sexual health advice. If someone asks a clinical question always signpost them to the local sexual health clinic, opening times and further information can be found on www.axess.clinic
- Remember to be impartial. Do not allow your own personal beliefs or values to influence your session.
- Do not share your own personal experiences during the session.
- Remember to try to relax and have fun. If participants see that you're nervous, they may feel uncomfortable and be less likely to engage in the session.
- Use the correct terminology.
- Don't assume someone's sexuality and try not to use gender specific terms such as girlfriend or boyfriend. If possible use gender neutral terms such as partner.

Please remember:-

"Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time."

DFE Relationships and Sex Education (RSE) (Secondary) July 2020.

SEX AND THE LAW

Key Stage 3 learning objective: To learn about concepts of the laws relating to consent and keeping safe. How to actively communicate, recognise and withdraw consent

Activity 1: Consent

To learn what consent means and the concept of consent

Activity 2 Being Safe

To identify ways to keep safe online

Activity 3: Sex and the law quiz

To recognise how the law relates to consent and keeping safe

Activity 4: Online safety

To identify ways to keep safe when using digital devices and how to report concerns and get support

Key Stage 4 learning objective: To recognise and explore ways in which to evaluate online safety, exploitation, consent and the role pornography has within today's society and relationships

Activity 1: Sex and the law quiz

Deeper learning around sex and the law, keeping safe online and recognising how the law relates to sharing explicit images

Activity 2: Consent key messages

To recognise how to seek the consent of another person and be sure that consent has been given and how and when consent can be withdrawn

Activity 3: High five to online safety

To learn about online risks and how online laws protect individuals

Activity 4: Groomers mind

To explore the concept and laws relating to sexual exploitation and grooming

Activity 5: Wheel of power and control

Explore how negative relationships can affect current and future relationships

Activity 6: Create a porn scene

To explore the role of sex in the media and its impact on sexuality and related sexual ethics such as consent, gender norms, pleasure, boundaries, empowerment and rights

CONTRACEPTION

Key Stage 3 learning objective: To learn about sexual body parts, reproductive health and contraceptive choices

Activity 1: Female sexual body parts

To identify and label the female sexual body parts

Activity 2: Male sexual body parts

To identify and label male sexual body parts

Activity 3: What is contraception?

To identify different types of contraception, why it is used and local services

Activity 4: Condoms

To identify things to consider when negotiating condom use

Key Stage 4 learning objective: To evaluate the necessity of contraception within relationships, the importance of LARC and what options are available? To recognise risk and how to make safer contraceptive choices.

Activity 1: What am I?

To recognise the range of contraceptive options available including LARC, emergency contraception and negotiating condom use

Activity 2: Contraception Quiz

To explore facts around contraceptive choices and problem solving

Activity 3: Contraception Scenarios

To develop communication and negotiation skills necessary for contraceptive use in healthy relationships.

Activity 4: Condoms

To negotiate safe condom and how risk can be reduced through safer sex

Appendix 4: LoveWise - Marriage, Sex & Living Wisely:

A resource for Years 8 - 11 on the subjects of relationships, marriage and sex, written from a Christian perspective

The LoveWise resources can be found online: <https://lovewisely.org.uk/presentations/MSLW-module1.php?key=x3syRAqdAjP>

Examples of the resource content is shown below, from Module 1: What is Marriage?

Slide notes

Each sub-section is marked on the left with a continuous coloured line. Fragments of each slide are marked with a secondary line.

Introduction

1



Slide content is shown in the notes for reference with the prefix "SLIDE: slide content example"

Words in *italics* are instructions, or additional background information for teachers.

We suggest that you go through the script highlighting those phrases that you wish to use in the class.

- Keyboard shortcuts: press 'shift + ?' at any time to view all keyboard shortcuts
- Videos: embedded YouTube videos will need to be clicked on to start. NB: once activated you must click *anywhere outside the video itself* to be able to continue with the slideshow.

Marriage - a good design

2



SLIDE: Marriage - a good design

Marriage is a good design to give a husband and wife lifelong companionship and to provide a secure home for children.

3



SLIDE: Marriage may seem a long way off... but the choices you make NOW in relationships will affect your whole life.

Good choices have good consequences and bad choices have bad consequences.

Who should we listen to?

We need to consider where we get our advice from. This might include: parents, friends, the media, social media & the internet, books and our religion.

Marriage - a good design (continued)

4



SLIDE: Have you ever been to a wedding? What do you remember?

Ask the class to raise their hands if they have ever been to a wedding or seen one in a film. Ask them to mention any things they remember about the wedding.

Some possible answers are pictured on the following slide.

5



With each subsequent click, the following images are revealed:

- Cake
- Dress
- Kiss
- Rings / vows
- Car

The vows or promises that the two people getting married make to each other are the essential part of the wedding. The wedding may last one day, but the vows are going to apply for the rest of life.

6



Let us listen carefully to what the bride and groom say to each other when they make their vows or promises.

A worksheet which explores the marriage vows further is supplied for download: [Marriage Vows worksheet](#)

7



Video duration: 2:37

Transcript for reference:

Minister: "We've gathered here in the sight of God and in the presence of this congregation, to witness the joining together of David and Rebecca in marriage. David Paul Baker, will you take Rebecca Starnes as your wife and live together as God has ordained? Will you love her, comfort her, honour and protect her, in sickness and in health, and forsaking all others be faithful to her as long as you both shall live?"

David: "I will."

What is marriage?
Marriage, Sex & Living Wisely: Module 1



LoveWise
For the best in relationships

What is marriage?
Marriage, Sex & Living Wisely: Module 1



LoveWise
For the best in relationships

Marriage - a good design (continued)

Minister: "Rebecca Starnes, will you take David Paul Baker as your husband and live together as God has ordained? Will you love him, obey him, honour and protect him, in sickness and in health, and forsaking all others be faithful to him as long as you both shall live?"

Rebecca: "I will."

Minister: (Directs them to face each other)

David: "I, David Paul Baker, take you Rebecca Starnes to be my wife. To have and to hold from this day forward. For better for worse, for richer for poorer, in sickness and in health, to love and to cherish until death us do part. According to God's holy law, and this is my solemn vow."

Rebecca: "I, Rebecca Starnes, take you David Paul Baker to be my husband. To have and to hold from this day forward. For better for worse, for richer for poorer, in sickness and in health, to love, cherish and obey until death us do part. According to God's holy law, and this is my solemn vow."

David: "I give you this ring as a sign of our marriage. With my body I honour you. All that I am I give to you and all that I have I share with you. In the name of the Father, and the Son and the Holy Spirit. Amen."

Rebecca: "I give you this ring as a sign of our marriage. With my body I honour you. All that I am I give to you and all that I have I share with you. In the name of the Father, and the Son and the Holy Spirit. Amen."

Minister: (Takes both right hands in his). "Since you have made your vows in the presence of God and this congregation and signified your love with the giving and receiving of a ring - I now pronounce you husband and wife. Those whom God has joined together let no one put asunder."

Minister: "You may kiss the bride."

Marriage - a good design (continued)



SLIDE: What did they promise? Love. Forever. Whatever.

Ask the class what Rebecca and David promised each other.

The wedding vows can be summarised with the following three words: Love, Forever, Whatever.

- **"To love and cherish"** - You might ask them what they would cherish. It is not a word used very much now, but it means to look after something which is valuable or precious very carefully.
- **"Until death do us part"** - This implies that one or other will be at the other's death. The commitment is through all the challenges and difficulties of old age as well as sickness.
- **"For better for worse, for richer for poorer, in sickness and in health"** - You may marry a millionaire, an athlete or a beautiful model but you are promising to stick by each other faithfully even if all the money runs out, they find themselves in a wheelchair or their looks fade.



SLIDE: What does love look like?

It is important to think about what love really is. The word love can be used in many different ways.



The qualities of true love are described in a passage from the Bible (1 Corinthians 13:4-8) which is often read out at weddings. Imagine how good relationships would be if we loved others like this.

Subsequent clicks highlight the positive and negative attributes referred to in the verses.

Shown first in purple are the practices that demonstrate real love for someone else.

Shown next in red are the practices we are to avoid if we are to be loving towards others.

A worksheet which further explores the idea of what love truly is, is supplied for download: [True Love worksheet](#)

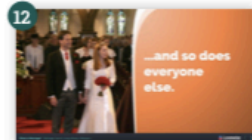
The protection of marriage



SLIDE: In marriage you know where you stand...

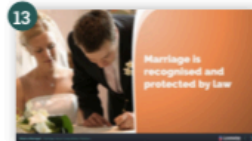
Marriage is a public commitment and a legal contract in the eyes of the state. At the wedding, wherever it is (in a church, a hotel, a registry office or on the beach), the bride and groom make promises to each other, usually in front of family and friends. Everyone knows what is happening.

The couple make their vows to each other and give each other rings which they wear to indicate they are married. A ring is a symbol of unending love.



SLIDE: ...and so does everyone else.

Those who come to the wedding hear the commitment that the couple make to each other and have a responsibility to support and encourage the couple in their new life together.



SLIDE: Marriage is recognised and protected by law

This is the reason that the couple sign a register during the ceremony.

Since 2013 in England and Wales, and 2014 in Scotland, the legal definition of marriage was changed to include same sex couples.

- *Marriage (Same Sex Couples) Act 2013*
- *The Marriage (Same Sex Couples) Act 2013 and Marriage and Civil Partnership (Scotland) Act 2014 (Consequential Provisions) Order 2014*
- *For further information regarding marriage and civil partnerships, click here.*

The order of marriage



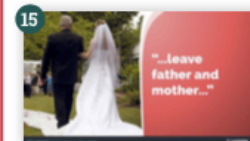
SLIDE: That is why a man leaves his father and mother and is united to his wife, and they become one flesh. Genesis 2:24

God designed marriage to be between a man and a woman, as described in the Bible.

Note the following from this verse:

1. first, leave parents
2. next, be united in marriage
3. then, become one flesh; that is, physical union between husband and wife in a new family expressed in sexual intercourse - which may lead to having children

It is important to pay attention to God's order in doing things.



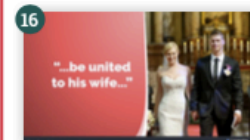
SLIDE: "...leave father and mother..."

When a couple get married, who does the bride usually arrive with?

Who does she leave with?

This is a picture of an important part of being married; the bride and groom leave their parents and start a new family unit.

Parents will want to support the young married couple but they should not interfere in their lives.



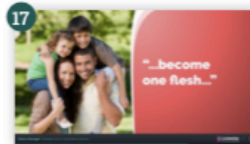
SLIDE: "...be united to his wife..."

When a couple marry, they are united in many ways. *Ask the class to think of some of these.*

Answers might include:

- a home
- a bank account
- a surname
- bringing up their children together
- having holidays
- sharing their bodies in a sexual relationship

The order of marriage (continued)



SLIDE: "...become one flesh..."

The relationship in marriage should be so close that it is like becoming one person and this is reflected in the complete physical unity of sexual intercourse, which may lead to the procreation of children.

Making a good marriage



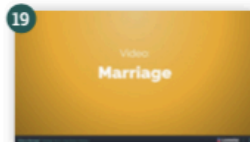
SLIDE: What factors are placing a strain upon marriages in our society?

Sadly, not all marriages remain happy and some end in divorce. Ask the class what factors might put a strain on a marriage?

Answers might correctly include:

- lack of money
- breakdown in communication
- losing a job
- not being able to have children
- being unfaithful
- use of pornography
- illness or accidents
- having to work away from home
- interfering in-laws
- substance abuse

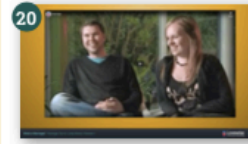
Couples who face these issues may need to take special care and seek advice and support from family and friends.



Two couples talk about why they got married and why the commitment of marriage is so special.

These couples are also shown again, discussing the benefits of marriage, at the beginning of Module 2.

Making a good marriage (continued)



Video duration: 1:47

Transcript for reference:

Martin: "I met Jenny first when we were quite a bit younger. We went to the same youth group but we probably didn't get to know each other until we were about seventeen. I guess I thought she was stunning and liked her personality, her confidence. Spotted her across that crowded youth group and asked her out. Fortunately she said yes!"

Richard: "We met at university - it was a disco evening. Many years ago - 33 years, 35 years ago! Andrea saw me across a crowded room and thought 'yes'." (laughs)

Andrea: "I did."

Richard: "...and here we are. Well we decided to get married - I think it was the natural thing to do. We were getting on really well. We clearly loved each other, and we wanted to build a life together."

Martin: "I think if you realise that you want to spend your life with someone then getting married before you live together is showing that commitment to each other."

Richard: "If you're not willing to get married - what sort of commitment is that to a relationship? If you're not married, then you just walk off the next day."

Andrea: "I wouldn't have thought a lot about a guy who'd not wanted to commit to me."

Jenny: "Having Martin stand in front of me and say those vows was an amazing thing. To hear him promising 'for better, for worse, for richer, for poorer, in sickness and in health'. No matter what happens he's going to be there for me, and no matter who else he meets he's going to love me all my life."

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form Teacher	
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	Include notes from discussions with parents and agreed actions taken.
