

**BOW STREET  
SCHOOL**



TM

## RSE Policy

<b>Reviewed annually, last reviewed:</b>	<b>September 2025</b>
<b>Next review date:</b>	<b>September 2026</b>
<b>To be read in conjunction with:</b>	<ul style="list-style-type: none"><li>● Curriculum Policy</li><li>● Promoting Positive Behaviour Policy</li><li>● EHC Plan</li><li>● Child Protection and Safeguarding KCSIE 2025</li></ul>

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## 1. Statutory Requirements

As a secondary special school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bow Street School we teach RSE as set out in this policy.

## 2. Policy Development

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

- a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c) Parents consultation – parents and any interested parties were invited to attend a meeting about the policy.
- d) Pupil consultation – we had an assembly and tried to understand what pupils want from their RSE
- e) Ratification – once amendments were made, the policy was shared with proprietors and ratified.

This policy was reviewed and developed in response to the following guidance:

- [Keeping Children Safe in Education \(DfE, 2024\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE, 2019\)](#) (Updated July 2025 – for implementation September 2026, 2021 update remains in effect until August 31<sup>st</sup> 2026)
- [The Independent School Standards Guidance for independent schools \(DfE, 2019\)](#)
- [Review of sexual abuse in schools and colleges \(Ofsted, 2021\)](#)
- [Preventing and tackling bullying \(DfE, 2017\)](#)
- [Sexting in Schools and Colleges: Responding to incidents and safeguarding young people \(UKCCIS, 2016\)](#)
- [Special educational needs and disability code of practice: 0 to 25 years \(DfE, 2015\)](#)
- [Equality Act 2010: advice for schools \(DfE, 2014\)](#)
- [National Curriculum in England – Key Stages 1-4 \(DfE, 2014\)](#)

## 3. Definition

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

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

RSE is about developing their understanding of what constitutes a healthy relationship and giving them the skills to understand the appropriate language to use when discussing RSE topics.

RSE is not about the promotion of sexual activity.

Within the parameters of this policy, other definitions include:

- **PSHE:** Personal, social, health and economic (PSHE) education.
- **RSHE:** Relationships, sex education and health education
- **Health education:** Health education is learning about physical health and mental wellbeing
- **Relationships education:** Relationships education is learning about the physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults
- **Sex education:** Sex education is learning about reproduction, pregnancy and birth, preventing pregnancy and STIs

#### 4. Aims

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

- Deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos.
- Fulfil our legal obligations related to RSE.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Understanding positive/ negative relationships.
- Understanding the different kinds of relationships.
- Encourage pupils to remember what they learn to support their ongoing preparation for the future.

#### 5. Parents' Right to Withdraw

RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the rights of parents/carers as described below:

From September 2020, parents of secondary-aged pupils are not able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty and developing and nurturing healthy friendships and relationships).

Parents of secondary-aged pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as reproduction in humans and plants, hormones in reproduction, hormone and non-hormonal methods of contraception communicable diseases including sexually transmitted infections in humans).

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

For those who have been withdrawn from sex education, alternative work will be given, however this will be managed in a discrete and nonjudgemental manner as to not isolate the child.

For further clarity, please see Appendix 2 of this protocol for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

## **6. Roles and responsibilities**

### **The Proprietor**

The proprietor will approve the RSE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

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

### **Our Staff**

Staff are responsible for:

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

Teachers who are given responsibility for delivering RSE lessons must recognise the importance of RSE. They must seek support, advice and additional professional

development wherever necessary to ensure that teaching continues to always be well-prepared and of a high standard.

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

## **7. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

### **Managing difficult questions**

Staff will be given advice on the type of questions which are appropriate and inappropriate to ask and answer within a whole-class setting and the use of Ground Rules with pupils will support this process. Depending on the nature of the questions asked, staff will use their skill and discretion to determine whether a question will be answered at the time. They may decide to explain to a pupil that their question will be returned to at a later time and they may decide to discuss possible responses to questions with a parent/carer, the DSL, a member of the Senior Leadership Team or the Headteacher. Answers to questions may then be followed-up with individuals or small groups as deemed to be appropriate.

## **8. Curriculum**

We will plan and teach the RSE content set out by the DfE. Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Following an update to the statutory guidance issued by the DfE, key changes will be implemented into our curriculum for teaching from September 2026, we will be updating our curriculum as required and it will include detailed and clearer direction on online risks, character and resilience, financial exploitation, LGBTQ+ issues, mental health and positive role models. The 2021 update to the 2019 guidance remains in effect until August 31<sup>st</sup> 2026.

## **9. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE will be taught from health professionals.

To ensure our pupils have a good understanding of the RSE curriculum a multi-professional approach will be taken. Teachers will support professionals to deliver their area of expertise.

Bow Street School will deliver RSE through the ASDAN short Course Personal, Social and Health Education (PSHE), ASDAN Values and Beliefs and ASDAN Sex and Relationships. To reinforce this learning Bow Street School will work alongside a variety of professionals to ensure that young people have a broad perspective of the subject area. Professionals will include the school nurse team, Relate, NSPCC and the Police. This is not an extensive list of professionals and these may be added to.

Pupils will receive intimate relationship sessions delivered by a trained health professional and counsellor from the Relate service. They will also receive sessions on the science and biology aspect of sex education from the school nurse team and receive additional information from the police with regards to the legal implications of sexualised behaviours online such as sharing of nude and semi-nude photos.

To support the police's sessions pupils will complete an E safety course, Functional Digital, which raises awareness of online safety issues such as grooming.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

RSE will be taught within small group sessions of up to six young people.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.
- Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Core knowledge is sectioned into a manageable size.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work and where relevant are linked to other areas of the curriculum.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum proactively addresses issues in a timely way in line with current evidence on pupils' development as well as their age.
- All resources are selected carefully and are suitable for the needs of the pupils being taught – inappropriate/illegal images, videos and other materials are not be used in any circumstances and all related school policies will be followed.
- RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children in care or young carers).
- There is an awareness that some pupils are more susceptible to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.
- There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.
- It is recognised that pupils may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- There is a focus on challenging perceived derogatory views about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.
- Steps are taken to foster healthy and respectful peer-to-peer communication, and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic.
- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated.
- Awareness of the issues of sexting and youth produced sexual imagery are not taught in isolation and instead are taught as part of a developmental PSHE programme, with all recent government guidance carefully considered.

## **10. Working with other professionals**

Working with external agencies enhances our delivery of some aspects of RSE, bringing in specialist knowledge and different ways of engaging pupils. Bow Street access support from the School Nurse Team and local specialist services such as the Police. Bow Street uses specialist external providers to teach specific areas of the RSE curriculum, see Appendix 1 Curriculum Map for more information.

Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures.

Similarly, the school will consider whether information-sharing is necessary and will comply with the provisions of the school's Data Protection Policy. Where external experts are invited to assist with the delivery of RSE, they will be expected to comply with the provisions of this protocol and any related policies.

In line with the usual procedures and policies of our school, we will check the credentials of all external agencies, and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this protocol.

The Headteacher will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age-appropriate and accessible for all pupils. The Headteacher will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

Where a pupil has involvement from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important in order to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

### **Current external agencies**

- Relate
- School Nurse Team
- Police

## **11. Safeguarding and Confidentiality**

At Bow Street there is a focus on keeping our pupils safe and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community, as part of our over-arching curriculum.

Teachers are made aware of common 'adverse childhood experiences' or ACEs (such as family breakdown, bereavement and exposure to domestic violence). Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Designated Safeguarding Lead (DSL) is involved in anything that is safeguarding-related within the context of PSHE and Citizenship, including RSE and keeping safe. The DSL will consider the circumstances of individual pupils, if felt to be required, including when and how adverse childhood experiences may be affecting any individual pupil and so may be influencing how they experience these subjects' topics.

The school's Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of PSHE and Citizenship lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## **12. Monitoring arrangements**

The quality of teaching and learning in RSE is monitored by C Harper, Headteacher through:

- Learning walks
- Planning Scrutinise
- Lesson Observations
- Curriculum meetings
- Regular multi professional meetings with the School Nurse team, Relate and the Police to ensure appropriate programs have been developed.
- Pupil and parent feedback
- Pupil progress

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

This policy will be reviewed by C Harper, Headteacher and Proprietor throughout the first year of teaching and will be reviewed annually thereafter. At every review, the policy will be approved by Proprietor C Felton.

## **13. Appendices**

## Appendix 1- Curriculum Map

The school's curriculum is planned so that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

**Following an update to the statutory guidance issued by the DfE, key changes will be implemented into our curriculum for teaching from September 2026, we will be updating our curriculum as required and it will include detailed and clearer direction on online risks, character and resilience, financial exploitation, LGBTQ+ issues, mental health and positive role models. The 2021 update to the 2019 guidance remains in effect until August 31<sup>st</sup> 2026.**

Year	Term	Topic/Theme Details	Resources
Year 8/9	Autumn Term 1	<p><b>Respectful Relationships including:</b></p> <ul style="list-style-type: none"> <li>● Friendships and families (Social relationships)</li> <li>● Different types of committed relationships.</li> <li>● How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationship is unsafe and how to seek advice, including reporting concerns about others if needed. Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including nonsexual relationships.</li> </ul>	<p><b>Text Books / Resources</b></p> <ul style="list-style-type: none"> <li>● ASDAN PSHE</li> <li>● ASDAN Values and Beliefs</li> <li>● ASDAN Sex and Relationships</li> <li>● Relate: Bow Street School will be meeting with members of the Relate team and a bespoke programme will be devised to support the learning around the Intimate Relationships module.</li> </ul>

		<ul style="list-style-type: none"> <li>• Types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders to report bullying and where to get support.</li> <li>• Their rights and responsibilities and opportunities online, including same expectations of behaviour apply in all contexts.</li> </ul>	<p>Please feel free to look at the website below to gain an understanding into the type of work Relate specialise in.</p> <p><a href="http://www.relate.org.uk">www.relate.org.uk</a></p>
Year 8/9	Autumn Term 2	<p><b>Online risks, including:</b></p> <ul style="list-style-type: none"> <li>• Any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – <b>E-Safety</b></li> <li>• Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – <b>E-Safety</b></li> <li>• What to do and where to get support to report material or manage issues online. – <b>E-Safety</b></li> </ul>	<p>School Nurse: Bow Street School will be meeting with the school nurse team manager and a bespoke programme will be devised to support the learning around the Scientific and Medical model.</p> <p>NSPCC: Please find information taken from the website below which provides idea and resources to support the learning in ASDAN PSHE and ASDAN Sex and Relationships.</p> <p><a href="http://www.learning.nspcc.org.uk/research_resources/schools/making-sense-relationships/">www.learning.nspcc.org.uk/research_resources/schools/making-sense-relationships/</a></p>
Year 8/9	Spring Term 1	<p><b>Intimate and sexual relationships including:</b></p> <p><b>Sexual health</b></p> <ul style="list-style-type: none"> <li>• Characteristics of positive intimate relationships (mutual respect, consent, loyalty, trust, shared interests and outlook). – <b>Through PSHE</b></li> </ul>	

		<ul style="list-style-type: none"> <li>● What marriage is, including legal status, e.g marriage carries legal rights not available to couples who are cohabiting or married in an unregistered religious ceremony. – <b>Relate</b></li> <li>● Why marriage should be freely entered. The legal status of other types of long-term relationships. - <b>Relate</b></li> <li>● What is sexual harassment and sexual violence and why they are unacceptable. - <b>Relate / Police</b></li> <li>● Use of alcohol and drugs can lead to risky sexual behaviour. - <b>Relate</b></li> </ul>	
Year 8/9	Spring Term 2	<p><b>Reproduction, Pregnancy and Miscarriage</b></p> <ul style="list-style-type: none"> <li>● Facts around pregnancy and miscarriage. – <b>School Nurse Team</b></li> <li>● How to get further advice, how to access confidential sexual and reproductive health advice and treatment. <b>School Nurse Team</b></li> </ul>	
		<p><b>Respectful Relationships including:</b></p> <ul style="list-style-type: none"> <li>● Friendships and families (well being)</li> <li>● How healthy relationships contribute to human happiness. In school and society young people should expect to be treated with respect by others. In turn they should respect other’s boundaries and beliefs.</li> <li>● Stereotypes can cause damage. These could be based on sex, gender, race, religion, disability or sexual</li> </ul>	

		orientation. (How they might normalise non-consensual behaviour). – <b>Relate</b>	
Year 10	Autumn Term 1	<p><b>Respectful Relationships including:</b></p> <ul style="list-style-type: none"> <li>• Friendships and families (Social relationships)</li> <li>• Different types of committed relationships. <b>(Re cap)</b></li> <li>• How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationships is unsafe and how to seek advice, including reporting concerns about others if needed. <b>(Re cap)</b></li> <li>• Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including nonsexual relationships. <b>(Re cap)</b></li> </ul>	
Year 10	Autumn Term 2	<p><b>Online risks, including:</b></p> <ul style="list-style-type: none"> <li>• Any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – <b>E-Safety</b></li> <li>• Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – <b>E-Safety</b></li> <li>• What to do and where to get support to report material or manage issues online. – <b>E-Safety</b></li> </ul>	

Year 10	Spring Term 1	<p><b>Intimate Relationships, including:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of positive intimate relationships (mutual respect, consent, loyalty, trust, shared interests and outlook). – <b>Through PSHE Re cap</b></li> <li>● Impact of viewing harmful content. – <b>Relate</b></li> <li>● Strategies to manage sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. – <b>Relate</b></li> <li>● Concepts of laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse and forced marriage. - <b>Relate</b></li> <li>● Types of behaviour within relationships are criminal, including violent behaviour and coercive control. - <b>Relate/ Police</b></li> </ul>	
Year 10	Spring Term 2	<p><b>Sexually Transmitted Infections, including:</b></p> <ul style="list-style-type: none"> <li>● Different sexually transmitted infections (STI's), including HIV/ AIDS, how risk can be reduced through safer sex and importance and facts about testing. - <b>School Nurse Team</b></li> <li>● The impact of STI's on those who contract them, key facts about treatment. - <b>School Nurse Team</b></li> </ul>	
Year 10	Summer Term	<p><b>Respectful Relationships including:</b></p> <ul style="list-style-type: none"> <li>● Friendships and families (well being)</li> </ul>	

		<ul style="list-style-type: none"> <li>● How healthy relationships contribute to human happiness. <b>(Re cap)</b></li> <li>● In school and society young people should expect to be treated with respect by others. In turn they should respect others' boundaries and beliefs. <b>(Re cap)</b></li> <li>● Legal rights regarding equality (particularly with reference to the protected characteristics as defined in the Equality act 2010). Everyone is unique and equal).</li> <li>● 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 well-being. – <b>Relate</b></li> </ul>	
Year 11	Autumn Term 1	<p><b>Respectful Relationships including:</b></p> <ul style="list-style-type: none"> <li>● Friendships and families (Social relationships)</li> <li>● Different types of committed relationships. <b>(Re cap)</b></li> <li>● How to determine whether friend/ family/ intimate partner is trustworthy. Judge when a relationships is unsafe and how to seek advice, including reporting concerns about others if needed. <b>(Re cap)</b></li> <li>● Characteristics of positive/ healthy relationships. Including trust, respect, honesty, kindness,</li> </ul>	

		<p>boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. Including nonsexual relationships. <b>(Re cap)</b></p> <ul style="list-style-type: none"> <li>● The roles and responsibilities of parents with respect to raising children. - <b>PSHE</b></li> </ul>	
Year 11	Autumn Term 2	<p><b>Online risks, including:</b></p> <ul style="list-style-type: none"> <li>● Any material someone provides to another has the potential to be shared online and the difficulty of removing compromising material online. – <b>E-Safety</b></li> <li>● Not to provide material to others that they would not want to be shared further and not to share personal material which is sent to them. – <b>E-Safety</b></li> <li>● What to do and where to get support to report material or manage issues online. – <b>E-Safety</b></li> </ul>	
Year 11	Spring Term 1	<p><b>Sex Education Online Risk, including:</b></p> <ul style="list-style-type: none"> <li>● Specifically, sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. (Relate)</li> <li>● 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). (Relate/ Police)</li> </ul>	

		<ul style="list-style-type: none"> <li>● Honour based violence and FGM, how these can affect current and future relationships. (Relate)</li> <li>● Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Relate)</li> </ul>	
Year 11	Spring Term 2	<p><b>Choice, including:</b></p> <ul style="list-style-type: none"> <li>● Facts of full range of contraceptive choices, efficacy and options available. (School nurse team)</li> <li>● 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). (School nurse team).</li> </ul>	

### The Law

The Law will be integrated within each module area where appropriate. Bow Street School will gain professional insight to help enrich the curriculum further and provide a variety of perspectives.

The school nurse team and police will help reinforce the teaching around certain areas of the law. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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).
- 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- By the end of secondary school pupils should know:**

<b>Topic</b>	<b>Pupils Should Know</b>
<b>Families</b>	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships.</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● 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.</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships.</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● 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.</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● 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).</li> </ul>

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● 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.</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online Page 19 of 21</li> <li>● 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</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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)</li> </ul>

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● 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)</li> <li>● 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</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### Appendix 3: Parent Form- Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT			
<b>Name of Child</b>		<b>Class</b>	
<b>Name of Parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			

TO BE COMPLETED BY THE SCHOOL	
<b>Agreed actions from discussion with parents</b>	