Halliford School
SHEPPERTON

Relationship and Sex Education Policy

March 2022

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first class sporting, cultural and co-curricular opportunities.

Introduction

Halliford recognises and deals effectively with unwanted sexual behaviour (e.g. name-calling, nude image-sharing or sexual touching). The school promotes a positive culture where any instances of sexist, racist, misogynistic or other discriminatory behaviour are consistently addressed.

All staff are alert to any issues of sexual harassment or harmful sexual behaviour and respond consistently and robustly.

The school actively promotes and encourages tolerance and respect for others, including those with protected characteristics such as sex, sexual orientation, gender reassignment disability, race, religion and belief.

What is Relationship and Sex Education?

The aim of RSE at Halliford is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

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

This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously. (DfE, RSE and Health Education 2020)

Rationale

The policy also takes into account guidance from the Sex and Relationships Education for the 21st Century (PSHE Association 2020) and the government's report to the select committee's response to PSHCE and RSE education, RSE and Health Education 2020 and information from KCSIE 2021 along with the Ofsted review into Harmful sexual behaviour in schools 2021

This policy must be considered in line with the school's PSHE, Behaviour and Safeguarding and Child Protection Policies (2021) along with Keeping Children Safe in Education (2021) which provide statutory advice and guidance in relation to RSE and child safety.

RSE for the 21st Century

This is Supplementary Advice to the government RSE guidance on RSE and Health Education 2020. with the aim of supporting schools with issues that have arisen since 2000, such as safe use of online technology.

It provides advice on specific issues including teaching about sexual consent, sexting, pornography, sexual exploitation, relationship violence and making RSE inclusive. It was produced independently of government, the Department for Education has communicated to schools about the document saying that schools will welcome it.

Safeguarding

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Government safeguarding guidance - Keeping Children Safe in Education (2018) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. The school takes a zero-tolerance approach to abuse, that should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. RSE plays a key role in delivering this message to students both in and out of school.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+).

RSE delivery at Halliford School promotes good relations between students and tackle all types of prejudice and promotes understanding and respect.

Aims of the RSE Policy

Halliford School's RSE programme aims to prepare students for an adult life in which they can In line with new guidance from the DfE, RSE and Health Education 2020 and KCSIE 2021:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Develop their understanding about relationships, love and care and the responsibilities of parenthood as well as sex.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Establish positive caring relationships.
- Develop their confidence and self-esteem to value themselves and others and have respect for individual conscience in relation to RSE issues.
- Communicate effectively in relationships they develop.
- Develop an awareness of their sexuality and the sexuality of others.
- Understand the reasons for having safe protected sex as part of a relationship.
- Acquire sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Be aware about different types of contraception, safe sex and how they can access local sources of advice and treatment.
- Avoid being exploited or pressurised into unwanted or unprotected sex and have a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link RSE with issues of peer pressure and other risk taking behaviour, such as sexting, online and social media communication, drugs, smoking and alcohol.
- Access confidential sexual health advice, support and if necessary treatment.
- To understand how sex and relationships can remain safe online
- Know how the law applies to sexual relationships.

The policy aims to be a point of reference for all those involved in the design and delivery and receipt of RSE education at the school, especially the Head of PSHE, Senior Deputy Head and key assembly speakers such as the SMT and Heads of Houses.

The Moral and Values Framework

At Halliford School we believe that relationships and sex education is important in the development of students as healthy, moral and well-rounded citizens.

We aim for all Hallifordians to be:

- Intellectually curious
- Respectful
- Hard working
- Reflective
- Warm-hearted
- Open-minded
- Team players
- Supportive
- Creative
- Well-rounded
- Resilient
- Enthusiastic

Content and Organisation – The RSE Programme

The following members of staff are responsible for co-ordinating and reviewing RSE delivery in the school:

- The Head of PSHE is responsible for the inclusion of RSE in the PSHE Scheme of Work for each year, with the support of the Senior Deputy Head
- Staff have been trained in delivering RSE through Brook

How is RSE delivered at Halliford School?

- PSHE lessons. (Tutors)
- Science lessons. (Science teachers)
- Wider curriculum
- The informal curriculum, including assemblies and tutor time
- Specialist PSHE and RSE speakers
- PSHE drop down days/mornings

Teaching Methods in PSHE / RSE

The majority of lessons are interactive and participatory in style. Opportunities are provided for students to raise unanswered questions in more personalised one to one situations such as via the school's Matron / DSL team.

The following teaching strategies support active learning in PSHE and RSE lessons (DfE, RSE and Health Education 2020)

- Factual – as first principle
- Sharing ideas
- Discussion
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photographs to aid problem solving, role play and discussions.
- Video and films.
- Questionnaires and quizzes
- Story-telling.
- Values continuums
- Role play
- Scenario-based
- Use of outside health professionals as visitors eg. Health promotion specialists.

Specific Issue Statements

Copies of the school's RSE policy are available on the school's website. Copies of the policy can be requested directly from the school office. All staff and visitors who support the facilitation of the RSE policy will be made aware of its availability.

Halliford School seeks to work in partnership with parents to provide effective RSE. The school's RSE policy will complement, and support guidance provided by parent/carers their role as parents, parental feedback on the school RSE policy is encouraged.

Objectives

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students will feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law will be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Schools will address the physical and emotional damage caused by female genital mutilation (FGM). They will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools will also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety will also be addressed. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of secondary education students will know:

Families

Students will know:

- 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 importance and validity of same-sex marriage
- 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

Respectful relationships, including friendships

Students will know:

- 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 will 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

Students will know:

- 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

Being safe

Students will know:

- 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

Students will know:

- 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

The Law

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.

Students 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, 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)

The right to withdraw your child from RSE lessons

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

Halliford will work closely with parents when planning and delivering these subjects. We will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about our approach help increase confidence in the curriculum.

Right to be excused from sex education (commonly referred to as the right to withdraw)
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Headmaster/Senior Deputy Head will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this will be kept.

Discussions with parents will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

Once those discussions have taken place, except in exceptional circumstances, Halliford should respect the parents' request to withdraw the child, up to and until three terms before the child turns

After that point, if the child wishes to receive sex education rather than be withdrawn, Halliford will make arrangements to provide the child with sex education during one of those terms.

If a student is excused from sex education, it is Halliford's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Parents play a huge part in this important part of their children's education and their views are welcomed by the Head of PSHE as well as by the Senior Deputy Head and the Head.

Confidentiality and Child Abuse – Safeguarding and Child Protection Procedures

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. (Safeguarding and Child Protection Policy - 2020). Teachers and other adults involved in RSE may sometimes hear disclosures that suggest a child is at risk of abuse.

Cultural and Religious Issues

Cultural and religious factors will be taken into consideration and dealt with sensitively.

Confidentiality

Staff have a responsibility to respect a child's confidentiality but will deal with sensitive issues through the Safeguarding and Child Protection policy procedures.

Teachers and other professionals should exercise both discretion and professional judgement about how to deal with issues raised by an individual student. It will not always be appropriate to deal with individual sensitive questions with a whole teaching group. Where questions relate to the planned programme, it is expected that teachers will respond openly, sensitively and with consideration of any cultural and religious factors.

Contraception, Sexual Advice and Confidentiality

Particular care will be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful. Teachers may give information about contraception without parental consent, but not personal advice to individual girls/boys under 16 years, the legal age of consent.

The general rule will be that giving an individual student advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities – teachers are not health professionals.

Provision for Girl's Periods

Students who require emergency sanitary protection can be supported by the school Matron. The school's RSE curriculum will ensure that all students both boys and girls receive appropriate information about the menstrual cycle.

SEND

Children with special educational needs, physical disabilities and learning difficulties must be properly included in sex and relationship education. As with all modes of curriculum delivery, RSE lessons will be differentiated to meet the needs of individual learners in line with the School's Curriculum Policy (2021). Where required, in class support will be allocated by the SENCO and Teaching Assistants to support RSE delivery; as appropriate small group withdrawal and one to one mentoring will also be adopted to support the needs of individual students.

Documentary Guidance

This policy has been written following consideration of:

- Keeping Children Safe in Education (statutory guidance 2021)
- DfE, RSE and Health Education 2021
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

http://www.cafamily.org.uk/GrowingUpTeachers.pdf

http://www.cafamily.org.uk/GrowingUpYoungPeople.pdf

http://www.cafamily.org.uk/GrowingUpParents.pdf

https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Mental wellbeing | Overview | PHE School Zone

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+)

Sexual orientation and gender is taught as part of 'relationships' during PSHE lessons. The school does not tolerate any bullying based on sexuality or gender, e.g. homophobic bullying. Procedures for reporting and dealing with incidents of such bullying are outlined in the school's Anti Bullying Policy.

In teaching Relationships Education and RSE, Halliford ensures that the needs of all students are appropriately met, and that all understand the importance of equality and respect. We comply fully with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Halliford ensures that all of our teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach about LGBTQ+, we will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

Inappropriate Sexual Behaviour

Inappropriate sexual behaviour is not tolerated at Halliford School. The school will respond to each case individually in line with its Anti-bullying and Behaviour policies. The school takes a zero-tolerance approach to abuse, that should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Inappropriate sexual behaviour can include:

- Inappropriate touching
- Sexually inappropriate comments
- Harassment
- Blackmail and coercion
- Grooming
- Sexual bullying
- Youth Produced Sexual Imagery, formerly known as Sexting i.e. sharing of inappropriate images
- Peer on Peer Abuse
- Cyberbullying
- Upskirting

These issues will be addressed as part of the school's PSHE curriculum and actioned in line with the school's Behaviour and Anti-Bullying policies and appropriate support provided for both victims and perpetrators.

Curriculum Content

Year 7

Throughout the year, there are a multitude of times whereby year 7 are introduced to and work on sex and relationship topics. Looking closely at the KS2 RSE model of learning, we, at Halliford, introduce the topic of sex and relationships at a level that is age appropriate.

October-December

Being Me

Students look at exploring individual identity and how this helps relationships develop. We also explore why relationships are important, how they can act positively or negatively in our lives and how we can develop our own personal values. This develops alongside the values of others

January-February

Diversity

Students learn about our diverse society and different perspectives. This also includes respecting difference including LGBGT+, religious beliefs, cultural differences, and genders.

June-July

Relationships

Students will explore the importance of relationships and how they influence us as individuals. We look at;

Family

Friends

Peers

Teachers

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal heath, including the cleanliness of genitals.

We conduct assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum at Halliford school.

Year 8

At Halliford, our RSE curriculum builds on what students' have learnt previously, in order to ensure that by the time they leave, they have the sufficient knowledge to prepare them for life after Halliford. The year 8 RSE curriculum focuses on building on from the year 7 content and also introduces students to a more mature outlook of sex and relationships.

January-February

Health

As a continuation from the year 7 topic, we look at the different types of food groups, what is good for you, what is bad. We explore the idea of a healthy lifestyle and what that would involve. We also look at keeping your mind healthy and how to ensure that you deal with situations as best as you can.

Students also develop their understanding of what can affect wellbeing and resilience including relationships, life changes etc. Students look at how to build resilience, challenge stigma, myths and misconceptions.

February-April

Your Choice

We explore the idea of morals, decision making and the impact this has on individuals and others, both in person and online. We also look at how we can be influenced both positively and negatively by ourselves and the people we associate with. This unit is where students are introduced to the term consent and the importance of it, using the analogy of a cup of tea.

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal heath, including the cleanliness of genitals, FGM and STI's.

We conduct assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum at Halliford school.

Year 9

At Halliford, our RSE curriculum builds on what students' have learnt previously, in order to ensure that by the time they leave, they have the sufficient knowledge to prepare them for life after Halliford. The year 9 RSE curriculum focuses on building on from the year 8 content and also introduces students to a more mature outlook of sex and relationships.

October-December

Diversity

Developing on the unit from year 7, students will further cultivate the idea of similarities and difference and understand key terms, and their impacts such as;

Racism

Sexism

Ageism

Homophobia

This includes homosexual and heterosexual relationships, mixed race relationships as well as mixed religious relationships.

January-February

Health unit

This unit is a development from year 7 and 8, whereby there is a focus on the risks of substance abuse and alcohol. Another main topic in this unit is mental health, whereby there is a focus on;

Suicide

FGM

Drugs

Online influence

Students start to delve into the internal and external influences that can affect both their physical and mental wellbeing as well as unhealthy coping strategies such as self-harm and eating disorders and the impact this can have on relationships

April-May

Relationship

This unit will focus on positive relationships, marriage and having children, divorce, intimacy, sexual activity, and consent.

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal heath, including the cleanliness of genitals.

We conduct assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum at Halliford school.

Year 10

At Halliford, our RSE curriculum builds on what students' have learnt previously, in order to ensure that by the time they leave, they have the sufficient knowledge to prepare them for life after Halliford. The year 10 RSE curriculum focuses on building on from the KS3 content and also introduces students to a more mature outlook of sex and relationships at KS4 level.

January-February

Staying Safe

Whilst this unit has a focus on online safety and online profiling, students cover safe relationships, which includes sexting and sharing personal images.

February-April

Drugs

Whilst this unit specifically focuses on the different classes of drugs and the law, we also explore the impact that both legal and illegal drugs can have on relationships.

Additional KS4 RSE content is in Year 10's Home and Charity unit whereby students explore the impact home life has on a induvial and the psychological implications relationships can have on individuals.

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal heath, including the cleanliness of genitals, FGM and STI's.

We conduct assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum at Halliford school.

Year 11

At Halliford, our RSE curriculum builds on what students' have learnt previously, in order to ensure that by the time they leave, they have the sufficient knowledge to prepare them for life after Halliford. The year 11 RSE curriculum focuses on building on from KS3 content, what they learnt in year 10 as well as preparing them for KS5 RSE

January-February

Sex and Relationship

In this unit, students will understand diversity in sexual attraction. We will also address sex and relationship pressures that teenagers may encounter which includes elements such as sexting, pornography and the dark web. As well as developing student's awareness and knowledge of a range of sex and relationship issues and sexual health issues.

February-April

Healthy and unhealthy relationships

The aim of this unit is for students to understand the importance of equality in relationships, the features of healthy and unhealthy relationships, that violence in relationships is unacceptable and to

understand what support is available for those in an unhealthy relationship. We explore the different types of control, abuse and the law associated with abuse.

Sixth Form

At Halliford, our RSE curriculum builds on what students' have learnt previously, in order to ensure that by the time they leave, they have the sufficient knowledge to prepare them for life after Halliford. The Sixth Form RSE curriculum both builds on previous understanding of RSE and looks ahead to RSE in a professional environment; university, and the world of work.

September - December (Lower Sixth)

Professional Working Relationships

This is delivered as part of the Transition into Sixth Form PSHE work.

The RSE areas covered as part of this include:

Personality Types

Working as part of a group

Emotions and Learning – Self-Belief and Positivity

January-July (Lower Sixth and Upper Sixth)

Consent

This Unit focuses entirely on consent as a topic and is delivered in groups using The Skills Network's Consent Training module.

The lessons are outlined below:

What is consent

What is consent: within this sub section, learners will see the legal definition of what consent is, defined by Section 74 of the Sexual Offences Act 2003. They will also see examples of what verbal and non-verbal consent looks like and how consent is not just someone saying "yes" or "no"

Capacity to Consent: within this sub section, it will explore capacity for consent and define what is meant by this. It will explore when someone does or does not have capacity and explore things such as substances (alcohol/drugs), mental health and other aspects that could cause someone to be vulnerable.

Freedom to Consent: within this sub section, it will explore Freedom to Consent and define what is meant by this term. It will look at people's rights and discuss situations where someone's freedom is jeopardised, such as the age of victim/perp, domestic violence, positions of power/status, dependant status. This subsection will also explore coercive control and how that impacts upon someone who is vulnerable.

Why is gaining consent important: within this sub section, it will explore why gaining consent is important for yourself and your partner/s. It will explore the legal obligation behind it and how it is

about mutual respect and safety of all parties. It will also look at the consequences of not gaining consent, particularly around new phenomenon – such as photo sharing, filming, sharing data etc

Sexual Harassment and Sexual Assault

The Legal definitions of Sexual Assault, Sexual Assault by Penetration and Harassment: within this sub section, it will look at the legal definitions of Sexual Assault, Sexual Assault by Penetration, and harassment. It will be a breakdown of all definitions and the laws that underpin it. It will also look at the differences between them and what constitutes each of the crimes. It will also cover the newest change to the law: the recognition of coercive control.

The legal definition of Rape – within this sub section, it will explore the legal definition of Rape. It will contain a breakdown of the law that underpins it. It will also compare the differences between consensual sex and rape. It will further explore how victims are often targeted by the perpetrators.

The myths and misconceptions of rape – within this sub section, it will address the myths and stereotypes that underpin rape. Such as profile of victim (age, gender, race, socioeconomic background, class status) and locations (not all rape happens down dark alleyways). This section will open the eyes of the learner and they will understand that rape does not have a stereotypical victim, perpetrator, or location. Case studies and direct questioning will be used.

How do you gain consent?

Why is it important to keep checking consent? – within this sub section, learners will be informed of the signs to spot when someone is giving/not giving consent and the importance of continuing to check for consent. Learners will be informed of what to ask to gain consent and will be informed of people's rights to say no and change their mind. Finally, learners will explore newer phenomenon such as sharing photos, giving people access to their personal data and sharing consensual experiences.

Reflection – within this sub section, learners will be asked to reflect upon what they have learned so far and if their conceptions have changed. They will be asked questions and given scenarios and asked to reflect upon them.

Responding to Events and How to Signpost

The five F's – Fight, Flight, Friend, flop, and freeze: within this sub section, learners will be introduced to the "Five F's" model. Each of the five f's will be explained in full and how each reaction is a completely natural way to react.

How to support ourselves if we experience assault, harassment or rape: Within this sub section, learners will be signposted to advice and help that they can have access to. There will be emphasis on this being free and confidential. There will be information on how to report and what to do to preserve evidence of the crime. This sub section will include 1 case study.

How to support someone else who experiences or may be experiencing assault, harassment or rape: within this sub section, learners will be given advice on how to react and talk to someone who is confiding in them about their experience. They will be given signposted advice to helplines and charities that are free and confidential. They will also be given advice on the steps they should take if someone confides in them or if they suspect someone is a victim. Finally, there will be information about if you suspect someone is a perpetrator or tells you they are a perpetrator and what to do in this situation. This sub section will include 1 case study.

Sexual Health, Contraception and Consent

This is a topic that is revisited in the Spring Term with visiting speakers discussing the use of Contraception.

Consent is also covered as part of this visit.

Over the course of the year, we also will highlight and discuss other topics linked directly to RSE including personal heath, including the cleanliness of genitals, FGM and STI's.

We conduct assemblies, external talks and internal clubs that also highlight and promote elements of the RSE curriculum at Halliford school.

External Speaker list

13th January 2021 – Emma Cole – Living with HIV – Sixth Form

24th January 2022 – Dr Charlie Easman – Year 9 Sex Education, myth and reality, consent and intimacy

21st February 2022 – Dr Charlie Easman – Year 11 Sex Education, relationships, contraception and STIs

7th March 2022 – Dr Charlie Easman – Year 7 and 8 Sex Education relationships and types

21st March 2022 – Dr Aric Sigman – Sixth Form Sex Education TBC

13th June 2022 - Dr Aric Sigman – Year 9 Mental Health and Sex education, relationships and choice

20th June 2022 – Dr Charlie Easmon – Year 10 Sex Education, relationships, contraception and choice

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