

Learning objectives

- ☐ Outline the purpose of RSE set by statutory guidance
- ☐ Explain how RSE is taught at HT
- ☐ Share procedures at HT and further support

Key words



Learning objectives:

- ☐ RSE at Haileyburyturnford

Explanation

Why do we deliver RSE?

- The aim of RSE 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.
- This will help pupils **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.

Explanation

Why do we deliver RSE?

- As a maintained secondary school, **we must provide RSE to all students as per the Children and Social work act 2017.**
- In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the **Education Act 1996.**
- As a secondary academy school, **we must provide RSE to all Students** as per section 34 of the Children and Social work act 2017.



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Explanation

How do we deliver RSE?

- RSE is delivered in a **non-judgmental, factual way** and allows scope for young people to **ask questions** in a safe environment.
- Non-specialist PSD teachers are **given sex education training** delivered by head of department Ms Brain, who has attended extensive Healthy Relationships; How to Thrive training sessions
- Teachers at HT use approaches such as **distancing techniques, setting ground rules** with the class to help manage sensitive discussion and **using question boxes** to allow pupils to raise issues anonymously.
- Ground rules include; using appropriate language, right to withdraw from discussion and right to learn in a safe environment
- **Notice will be sent home via the parent newsletter** before your child starts RSE
- Topics are delivered in **terms of maturity** – for example, topics including pornography are delivered later, in year 10, whereas sexual orientation is delivered in year 8



Families/Friendships Year 7

- 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
- 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**, how to seek help or advice, including reporting concerns about others, if needed



Online and media Year 9/10

- 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

Explanation

Topics covered at HT

Intimate and sexual relationships, including sexual health Year 8/9/10

- how to recognise the characteristics and **positive aspects of healthy one-to-one intimate relationships**, which include mutual respect, consent, loyalty, trust, shared interests
- 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 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**
- 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
- 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**

Being safe Year 10

- 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



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Explanation

HT Policy

- Parents have the **right to withdraw their children from the non-statutory components of sex education** within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- **There is no right to withdraw from Relationships Education or Health Education.**
- Requests for withdrawal should be **put in writing using the form found in Appendix 3** of the RSE policy and addressed to the Principal. Please CC HoD Ms Brain into correspondence so she can provide alternative arrangements and communicate with class teachers
- **A copy of withdrawal requests will be placed in the student's educational record.** The Principal will discuss the request with parents and take appropriate action.
- **Alternative work should be given to students** who are withdrawn from sex education and they will be supervised in another classroom during this time



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Explanation

Further guidance

- RSE policy can be found online
<https://haileyburyturnford.com/app/uploads/2020/06/Relationships-and-Sex-Education-Policy.pdf>
- Statutory guidance can be found here
[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)
- How to support your child during RSE
<https://www.rsehub.org.uk/for-parentscarers/>
- Tips for talking to your children about RSE
<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>



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Checking Progress

- **Feedback**
- **Questions**
- **Concerns**



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