

Edwinstree Middle School
A Voluntary Controlled Church of England School



Relationships and Sex Education (RSE) Policy

DRAFT 2 25/02/21

Approved by: (Name)

Date:

Last reviewed on: (Date)

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1. Introduction and Context

Edwinstree Middle School are aware that our children and young people are living in an increasingly complex and uncertain world.

During the recent and currently ongoing pandemic we recognised that wellbeing was the most important issue for pupils, as well as staff, parents and others connected to the school. For pupils, only when wellbeing is fully paramount, can active learning really take place in an engaged manner. During the first lockdown as a school we decided to switch all PSHE teaching into wellbeing teaching, providing weekly remote and in-school lessons to aid with this. When all pupils returned to school, Edwinstree continued to reflect its emphasis on wellbeing by having daily wellbeing sessions to reflect on pupils:

- Sense of Safety
- Sense of Control and Efficacy
- Sense of Connectedness
- Sense of Calm
- Ability to remain hopeful.

We also recognise that we are all living in an increasingly online world that has the potential to create immense opportunities and challenges in our pupils' academic, personal and social lives. These opportunities and dangers can change rapidly within a short time, for example based on new social media applications or online videos or fake news that can circulate around the globe in a matter of hours.

The above examples show us the changing nature of the world that our pupils live in. Therefore our PSHE curriculum needs to reflect this. Although we have a baseline curriculum within PSHE, we recognise more than ever the importance to be willing to modify and reflect this based upon the requirements of individual groups, classes or year groups of pupils as well as the needs of the local community.

2. Aims

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

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of bodily and sexual development.
- Make pupils aware of the associated importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- Provide a framework in which sensitive discussions can take place
- Reflect Edwinstree's ethos as a Voluntary Controlled Church of England School and our Christian Values of Peace, Hope, Trust, Endurance, Reverence, Friendship, Forgiveness, Compassion, Thankfulness, Humility, Creation, Koinonia, Wisdom, Justice and Service
- To work with our feeder schools in both directions to ensure that we provide a consistent follow-free curriculum covering all necessary and desirable aspects of the curriculum
- To meet statutory guidance as indicated within this document.

3. Statutory requirements

As a Middle School we are covered by the guidance for both primary and secondary schools:

- Relationships Education is compulsory in all primary schools in England as per section 34 of the Children and Social Work Act 2017.
- Relationships and Sex Education (RSE) is compulsory in all secondary schools as per the Children and Social Work Act 2017.
- Health Education is compulsory in all state-funded schools.

Statutory guidance is given under the document titled: *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*.

At Edwinstree we teach RSE through PSHE and Science as set out in this policy.

4. Policy development

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

1. The Head of PSHE together with the Headteacher have been reviewing the statutory document, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* for a period of time since 2019, through a number of its review cycles.
2. The Head of PSHE and the Headteacher have attended an online *Herts For Learning* course indicating the compulsory elements of the new guidance.
3. As a member of the PSHE Association, the Leader of PSHE has taken advice and attended an online session about processes and requirements for the new statutory guidance.
4. The Leader of PSHE has maintained contact to discuss progress with his peers at Freman College and Ralph Sadleir Middle School.
5. A member of the PSHE teaching time was invited to look through the new statutory guidance and review what was necessary to be included in this policy.
6. Subject Leaders were asked to contribute what elements of RSE were included in their own curricula. (*****To be completed**)
7. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. (*****To be completed**)
8. Parent/carer consultation – parents/carers and any interested parties were invited to complete a survey about the policy. (*****To be completed**)
9. Pupil consultation – we investigated what exactly pupils want from their RSE. (*****To be completed**)
10. Ratification – once amendments were made, the policy was shared with governors and ratified. (*****To be completed**)

5. Definition of RSE

RSE is a lifelong learning about our physical, moral and emotional development. Within Edwinstree it is considered within the context of the Church of England and our Christian Values, and so we explore the importance of a stable and loving relationship. RSE also teaches pupils about puberty and

their bodies, sex, sexuality, and sexual health. RSE is not about the promotion of sexual activity or sexual orientation.

Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet can be an overwhelmingly positive tool for many, it does present significant challenges, particularly for young people. Challenges include the impact of social media, the prevalence of cyber-bullying and the risk that children learn about relationships from untrustworthy sources. RSE aims to support the school to help pupils make the right decisions and keep themselves safe and happy.

The content and delivery of RSE at Edwinstree will be conducted in an age appropriate way. This is helped by our use of a widely respected commercial scheme called Jigsaw. This fully supports the RSE curriculum through all of Edwinstree's year groups. This scheme is also used by a number of our feeder schools.

Attitudes and values

Pupils are helped to examine RSE in the context of healthy and loving relationships and family life. In an age-appropriate way, they are also encouraged to explore and consider moral dilemmas. RSE can help pupils to develop a positive self-image, high self-esteem, responsibility for themselves and others and the ability to start to consider informed decisions.

Personal and social skills

RSE encourages pupils to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Pupils are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and to start to develop assertiveness within a range of different situations.

Knowledge and understanding

RSE focuses on understanding physical development at appropriate stages. The pupils will particularly explore changes during puberty and will also cover reproduction, different kinds of relationships and related emotions.

6. Curriculum

As of 2020/2021 Edwinstree are in the process of switching to use the Jigsaw Curriculum as our basis of curriculum material for PSHE and RSE. This curriculum fully covers the new statutory guidance across both of our key stages.

This is a significant step for the school and during this time we will assess the suitability of the scheme and we anticipate that the resources will be adapted to the needs of the school, each particular year group and the needs of the community.

The Jigsaw overview is included in Appendix 1. We are likely to use some resources from other year groups at times but within the key stage of the curriculum. As an example there may be material in the Year 9 *Changing Me* part of the Jigsaw curriculum that we may wish to include in Year 8. We are also likely to use resources from elsewhere, for example, but not limited to:

- Our existing, older schemes, including our resources used in this scheme. One example is the use of videos from *All About Us – Living and Growing* that covers *Boys' Talk*, *Girls' Talk* and *How Babies Are Made*.
- The *Hodder Explore PSHE KS3* scheme which we have purchased as supplementary material. This may be particularly useful for remote learning if this continues to be necessary, but may be used as supplementary material within the curriculum.
- Suggested material and links from *The PSHE Association*, of which Edwinstree are a member.
- Material and website links from organisations such as, but not limited to, *ThinkUKnow*, *ChildLine*, *JustTalk* and *YoungMinds*.

7. Delivery of RSE

RSE is taught within the PSHE and science curricula. Whilst puberty and some aspects of how babies are made are taught within PSHE, the more formal biological aspects of RSE are delivered within the science curriculum.

RSE is a widely-encompassing subject so other subjects will refer to related topics. Some examples include, but are not limited to:

- Year 6 English - Parental relationships- the relationship between father and son- in *Danny Champion of the World* we explore how Danny's dad takes on the role of both parents as his mum passes away when Danny is a baby.
- Year 6 English - Romantic relationships in *A Midsummer Night's Dream*. We talk about how this play demonstrates we can't always help who we fall in love with and that unrequited love can cause pain. For the more mature learners, we also talk about whether it is fair that Egeus (Hermia's Dad) is able to choose who she marries, and about the outdated idea that a woman is a possession of her father who must then agree to pass her on to her husband.
- Year 7 English - *Romeo and Juliet*. Are Romeo and Juliet at the age of 13/14 too young to be making decisions around love? Possible exploration around age of consent.
- **(***Other Subjects - To be completed?)**

Any pupil with an identified special educational needs disability (SEND) or other individual need may have work additional to and/or different from their peers in order to access the curriculum, dependent upon their needs. Our intent is to provide these pupils with a range of opportunities in order for them to reach their full learning potential from their relevant starting point.

All learning is taught within the context of healthy relationships and family life, taking care to ensure that there is no stigmatisation of pupils based on their home circumstances. Edwinstree recognises that families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Learning will reflect sensitively that some pupils may have a different structure of support around them, for example looked after children, previously looked after children and those with young carers.

8. RSE and The Church of England

As a Voluntary Controlled Church of England school, it is vital that RSE reflects the teachings of The Church of England.

Edwinstree's Christian Values include: Peace, Hope, Trust, Endurance, Reverence, Friendship, Forgiveness, Compassion, Thankfulness, Humility, Creation, Koinonia, Wisdom, Justice and Service. These are reflected throughout all aspects of the school. When teaching RSE, in terms of both the knowledge and discussion topics, we will endeavour always to promote and look for parallels with these values.

In November 2019, the Church of England published a document entitled *Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools*. This included:

- A set of key Principles
- A Charter for schools to commit to.

Church of England RSE Principles

The referenced article addresses how the ethos and teaching content of Jigsaw PSHE help to address these principles:

<https://www.jigsawpshe.com/how-jigsaw-pshe-supports-the-church-of-england-principles-and-charter-in-relation-to-rshe/>

Church of England RSE Charter

The Church of England Charter on RSE is included in Appendix 4.

The summary of the eight point charter is:

Edwinstree Middle School commits:

- To work in partnership with parents and carers.
- That RSHE will be delivered professionally and as an identifiable part of PSHE.
- That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
- That RSHE will promote healthy resilient relationships set in the context of character and virtue development.
- That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.
- To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.
- To seek pupils' views about RSHE so that the teaching can be made relevant to their lives

9. Roles and responsibilities

Edwinstree Governing Body

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Governing Body has delegated the approval of this policy to ...(named person/role?)

Headteacher

The headteacher is responsible for:

- Ensuring PSHE and RSE is staffed and timetabled in a way to ensure the school fulfils its legal obligations
- Managing requests to withdraw pupils from relevant components of RSE

Leader of PSHE

The Leader of PSHE is responsible for:

- Managing the overall RSE curriculum
- Monitoring the consistency of teaching
- Overall monitoring of progress
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of their classes
- Responding to the needs of individual pupils.

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 and/or the Leader of PSHE.

Staff responsible for teaching RSE (2020/21) at Edwinstree include:

Mr Galanides and Mrs Kitchener (Year 8)

Mrs Van Wyk (Year 7)

Mrs Burchess (Year 6)

Mrs Kelly (Year 5)

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As part of this process an Agreement Of Conduct is created before the commencement of the scheme.

10. Parents'/Carers' right to withdraw

Key Stage 2

Key stage 2 parents/carers do not have the right to withdraw their children from Relationships Education. Parents have the right to withdraw their children from some or all of the components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be provided for pupils who are withdrawn from sex education.

Key Stage 3

Key stage 3 parents/carers have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be made in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Neither KS2 or KS3 parents/carers have the right to withdraw their child/children from any part of the science curriculum.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and the Head of PSHE and discuss the possibility of alternative arrangements. Alternative work will be provided to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSE as part of their ongoing continuing professional development. The Leader of PSHE will hold subject meetings where training or questions can be addressed.

The Headteacher and/or Leader of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where it is felt useful to do so.

12. Monitoring arrangements

The delivery of RSE is monitored by the Leader of PSHE through book monitoring, learning walks, planning scrutinies, team meetings, one to one discussions with staff, pupil feedback and ant relevant assessment data.

The Leader of PSHE will review this policy annually. Approval will be granted by the Chair of Governors/ nominated person.

13. Useful Reference Links

- Department for Education - *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.
This is the main document that indicates the new statutory guidance for RSE.
www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Department for Education - *Understanding Relationships and Health Education in your child's primary school: a guide for parents*.
A useful DfE two-page reference guide for primary-age parents. It includes a summary of what schools should teach and your rights as a parent.
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- Department for Education - *Understanding Relationships, Sex and Health Education in your child's secondary school: a guide for parents*
A useful DfE two-page reference guide for secondary-age parents. It includes a summary of what schools should teach and your rights as a parent.
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- Church of England - *Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)*
Some resources about recommendations for teaching RSE within the context of A Church of England school
<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

Appendix 1: Edwinstree RSE/PSHE Curriculum Map

Edwinstree Middle School – PSHE Curriculum Map						
KS2 Curriculum Map						
The PSHE Curriculum is based upon the Jigsaw PSHE scheme. The scheme is adapted to the needs of each particular year group and the needs of the community. The following indicates the curriculum intent for KS2.						
Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5 Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6 Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



KS3 Curriculum Map

The PSHE Curriculum is based upon the Jigsaw PSHE scheme. The scheme is adapted to the needs of each particular year group and the needs of the community. The following indicates the curriculum intent for KS3.

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Whilst we are introducing the new Jigsaw scheme we are considering the teaching of some elements of the Year 9 curriculum within year 8 lessons and so this is included here for information

Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
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Appendix 2a: Statutory Guidance - By the end of Key Stage 2 pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2b: Statutory Guidance - By the end of Key Stage 3 pupils should know

TOPIC	PUPILS 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
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 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 • 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	<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)

TOPIC	PUPILS SHOULD KNOW
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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

If you are considering requesting withdrawal of your child from the sex education parts of RSE then please request a meeting with the Headteacher, Edwinstree Middle School, Norfolk Road, Buntingford SG9 9AW Tel 01763 271446. This form will be completed during the meeting.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

Appendix 4: Church of England Charter for RSE

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In *Edwinstree Church of England Middle School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.