HEYWOOD ACADEMY

RSE/HRE Policy

2025-2026

POLICY IMPACT ASSESSMENT

If this is a new policy complete Sections 1, 2 and 3 and then submit.
If this is not a new policy please complete all sections.

Section 1 – Policy Detail	
Name of Policy Reviewer	Emma McManus
Date of this impact review	17/6/26

Is this a new policy?	Yes		No	x

Section 2 - Policy requirement	**Tick as appropriate**			
Statutory (required by law)	Yes	x	No	
Mandatory (required by the Trust)	Yes		No	
Mandatory (required by the School)	Yes		No	
Voluntary	Yes		No	

Section 3 - Policy development / review cycle	**Tick as appropriate**			
Has this policy been subject to the policy development cycle? (Appendix B)	Yes	x	No	
Has this policy been referenced with the policy decision tree? (Appendix A)	Yes		No	
Does this policy follow the agreed template headings (Appendix C)?	Yes		No	
Has the equality impact assessment form been completed?	Yes		No	

Section 4 - Current Version Policy Impact	**Tick as appropriate**			
Are the aims / objectives of the policy still fit for purpose?	Yes	x	No	

How have you measured the effect of the policy on target groups?

What are the results of their views re impact of the policy. (Attach data)

Section 5 – Recommendations	**Tick as appropriate**			
Is this policy still required?	Yes	x	No	
Do we need to make any changes?	Yes	x	No	
If appropriate, has legislation or national guidance been checked for latest terminology /updates?	Yes	x	No	

What are the recommendations for policy change?

Update to the curriculum map for RSE delivery.

Document Control Information	
Review Period :	Annual
Document Owner and Reviewer:	L Needham
Approval Committee	Governors / Headteacher

Revision and Approval History
See policy impact statement on first page for summary of changes

Author	Issue	Date Approved	Approved by
L Needham	1	20/05/2025	Headteacher
E McManus	2	17/06/2026	

Equality Impact Assessment Form

Does the process affect one group less/more favourably than another on the basis of:		Yes / No
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No

If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified?

Enter

If potential discrimination has been identified, are exceptions valid / legal / justified?	NA
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?	No
Impact Assessment Result (See tool below)	Low impact
Date assessed.	20/5/2025
Person completing this form	R Righini

High Impact	**Medium Impact**	**Low Impact**
The policy or process has a major impact on equality	The policy or process has an impact on equality	The policy or process might have an impact on equality
There is significant potential for, or evidence of adverse impact. The policy has consequences for or affects significant numbers of people	There is some evidence to suggest potential for, or evidence of adverse impact. The policy has consequences for or affects some people	There is little evidence to suggest that the policy could result in adverse impact The policy has consequences for or affects few people

1. **Purpose**
   1.1. The purpose of this policy is to describe our practice in providing relationship and sex education (RSE) at Secondary and relationships.

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

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

   1.4. RSE is not about the promotion of sexual activity.

2. **Scope of Policy**
   2.1. This policy applies to all stakeholders. It sets out our approach to RSE.

3. **Reason for Review**
   3.1. To ensure our policy include any revised and updated information that is accurate and relevant according to the DfE guidance.

4. **Policy Development**
   4.1. Review – a group of professionals collated all relevant information including relevant national and local guidance and updates.

   4.2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.

   4.3. Parent/stakeholder consultation – parents and any interested parties will be sent a draft copy of the policy and invited to complete a questionnaire.

   4.4. Pupil consultation – we will investigate what exactly children and young people want from their RSE curriculum. The draft policy will be shared with the student council.

   4.5. Ratification – once amendments are made, the policy was shared with governors and ratified.

5. **Statutory requirements**
   5.1. As a secondary school we must provide RSE to all children and young people as per section 34 of the Children and Social work act 2017.

   5.2. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all children receiving primary education and Relationships and Sex Education (RSE) compulsory for all young people receiving secondary education.

   5.3. We have autonomy to decide how we deliver the RSE curriculum across school. It is our intent to support our children and young people to develop their skills in a range of areas, including: confidence building and resilience, sense of self, being respectful and thoughtful, building and maintaining healthy relationships, managing emotions, being safe and preparing for adulthood. Through effective teaching across a variety of topics (reflective of those highlighted in the DfE guidance) we will ensure that essential

knowledge is disseminated into age appropriate teaching and learning sessions that are accessible and manageable for our children and young people. Staff carefully plan, well balanced programs of study, to ensure relevant content is delivered and clearly sequenced.

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

5.5. At Heywood Academy we teach RSE as set out in this policy.

5.6. The curriculum leads will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate content, covered in national curriculum subjects such as employability, preparation for adulthood, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

6. Aim(s):

6.1. The aim of the relationship and sex education **(RSE)** at our school is to:

6.1.1. provide high quality, evidence-based and age-appropriate teaching of topics in preparation for the opportunities, responsibilities and experiences of adult life.

6.1.2. consider it appropriate to teach our children and young people about LGBT, and ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. We are free to determine how we do this, and we expect all children and young people to have been taught LGBT content at a timely point as part of this area of the curriculum.

6.1.3. provide high quality teaching that is differentiated and personalised reflective of starting points, to ensure accessibility, while being mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching the RSE curriculum to those with SEND.

6.1.4. promote the spiritual, moral, social, cultural, mental and physical development of children and young people, at school and in society.

6.1.5. provide a framework in which sensitive discussions can take place RSE.

6.1.6. prepare children and young people for puberty, and find them an understanding of sexual development and the importance of health and hygiene RSE.

6.1.7. help children and young people develop feelings and an understanding of self- respect, confidence, and empathy RSE.

6.1.8. help children and young people develop interpersonal, decision making and assertiveness skills RSE.

6.1.9. create a positive culture around sexuality and relationships RSE.

6.1.10. teach children and young people the correct vocabulary to describe themselves and their bodies RSE.

6.1.11. develop children and young peoples' knowledge and understanding, as appropriate, for the changes in their body RSE.

6.1.12. help children and young people form and maintain appropriate relationships of all kinds with peers, family members, carers and friends RSE.

6.1.13. help children and young people understand and learn social boundaries i.e. what is acceptable and what is unacceptable RSE.

6.1.14. help children and young people understand the feelings they may have and how to express them appropriately RSE.

6.1.15. help children and young people develop the skills to recognise and reduce the risk of abuse and exploitation RSE.

6.1.16. enable children and young people to know their rights and responsibilities to: understand their rights to sexual expression within the law RSE.

6.1.17. enable children and young people to know their rights and responsibilities to: identify sources of appropriate information and facilities for personal support RSE.

6.1.18. enable children and young people to know their rights and responsibilities to: access support from specialist staff to help with the specific issues around sexual behaviour RSE.

6.1.19. enable children and young people to know their rights and responsibilities to develop the ability to make informed choices and decisions RSE.

6.1.20. enable children and young people to know their rights and responsibilities to develop an individual knowledge and understanding of the risks involved in particular behaviours, including internet use in this context. RSE.

6.1.21. teach children and young people and raise awareness (age appropriately) about the following topics:
- 6.1.21.1. marriage
- 6.1.21.2. consent, including the age of consent
- 6.1.21.3. violence against women and girls
- 6.1.21.4. online behaviours including image and information sharing (including: sexting, youth-produced sexual imagery, nudes, etc.)
- 6.1.21.5. Pornography
- 6.1.21.6. Abortion
- 6.1.21.7. Sexuality
- 6.1.21.8. gender identity
- 6.1.21.9. substance misuse
- 6.1.21.10. violence and exploitation by gangs

6.1.21.11. extremism/radicalisation
6.1.21.12. criminal exploitation (for example, through gang involvement or county lines drugs operations)
6.1.21.13. hate crime
6.1.21.14. female genital mutilation (FGM)

7. Curriculum

7.1. The curriculum is set out in Appendices 1 and 2, however we may need to adapt it as and where necessary.

7.2. We will develop the curriculum in consultation with parents, children and young people and staff, considering the age, needs and feelings of children and young people. If children and young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7.3. For more information about our curriculum, see our curriculum overview/map in Appendix 1/2.

Delivery of RSE

7.4. RSE is delivered as a discrete subject and is taught by a subject specialist. Where appropriate external agencies may deliver bespoke interventions.

7.5. A range of teaching methods which involve children and young people's full participation are used to teach RSE. These include use of media clips, discussion, social stories, drama and role-play. RSE are usually delivered in mixed gender groups.

7.6. For assessment, recording and reporting purposes teachers will look for understanding in relation to maturity and build on previous experiences. Assessments will be made in discussion with the children and young people themselves. All progress is monitored and recorded using the following assessment platforms: evidence for learning and Arbor.

7.7. All materials used are suitable to the age and cultural background of the individuals and appropriate to the level of need.

At Secondary

7.8. Relationships and sex education (RSE) focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
7.8.1. families
7.8.2. respectful relationships, including friendships
7.8.3. online and social media
7.8.4. being safe
7.8.5. intimate and sexual relationships, including sexual health.

7.9. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7.10. For more information about our RSE curriculum, see Appendix 2.

7.11. We are aware that some children and young people are more susceptible to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important subjects for some children and young people; for example, those with Social Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when planning and teaching sensitive subjects.

Lesbian, Gay, Bisexual and Transgender (LGBT)

7.12. RSE lessons from year 7 have been designed to be inclusive of all types of relationships that exist. During RSE lessons, teachers refer to and discuss all types of relationships, at no point do teachers refer to relationships as being between males and females only. All images, lesson resources and examples used incorporate all the different forms that relationships may take. As with all RSE lesson content, we consider previous learning and develop upon prior knowledge each year.

7.13. All lessons are designed to encourage respect and equality for all young people. These lessons utilise resources from the Proud trust and signpost the proud trust to young people who may benefit from additional advice with matters concerning sexuality or gender identity.

8. Roles and responsibilities

8.1. The governing board

8.1.1. As well as fulfilling their legal obligations, the governing body will make sure that all children and young people make progress in achieving the expected educational outcomes; the subjects are well led, effectively managed and well planned; the quality of provision is subject to regular and effective self-evaluation; teaching is delivered in ways that are accessible to all children and young people with SEND; clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and, the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

8.1.2. The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2. The Executive headteacher

8.2.1. The Executive headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children and young people from [non- statutory/non-science] components of RSE.

8.3. Staff

8.3.1. Staff are responsible for:

8.3.1.1. delivering RSE in a sensitive way
8.3.1.2. modelling positive attitudes to RSE
8.3.1.3. monitoring progress
8.3.1.4. responding to the needs of individual children and young people

8.3.1.5. responding appropriately to children and young people whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

8.3.2. 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.

8.4. **Visitors and use of external organisations and Materials**

8.4.1. A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the children and young people. Visitors to the school, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work in line with its content.

8.4.2. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

8.4.3. The school remains responsible for what is said to the children and young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

8.4.4. We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are:

8.4.4.1. age-appropriate

8.4.4.2. in line with pupils' developmental stage and comply with:
this policy

8.4.4.3. the Teachers' Standards

8.4.4.4. the Human Equality Act 2010

8.4.4.5. The Rights Act 1998

8.4.4.6. The Education Act 1996

8.4.5. We will not, under any circumstances, work with external agencies that take or promote extreme political positions and we will not use materials produced by such agencies, even if the material itself is not extreme.

8.5. **Children and young people**

8.5.1. Children and young people are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8.6. **Parents**

8.6.1. 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.

8.6.2. School will work closely with parents when planning and delivering RSE subjects. School will ensure that parents know what will be taught and when, and 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.

8.7. **Procedures and practice (Parents right to withdraw)**

8.7.1. The RSE curriculum are based around modular programmes, incorporating national guidelines. It is supported by the underlying philosophy sequenced throughout our core values: we are caring, creative, inspiring, passionate, innovative and collaborative. Thes values influence the ethos of our school ensuring we are focused, safe and inclusive to meet the individual needs of all children and young people.

8.7.2. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE curriculum. Dialogue with parents on this matter will be recorded. However, the school would strongly recommend that all children and young people have access to these modules and staff are happy to discuss any details with parents. There is no right to withdraw from Relationships Education or Health Education (DfE Relationships and Sex Education and Health education Statutory Guidance 2019)

8.8. **Secondary**.

8.8.1. Parents have the right to withdraw their children from the non-statutory and non-science 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.

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

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

8.8.4. Alternative work will be given to children and young people who are withdrawn from sex education.

8.8.5. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, specials needs or disadvantage. It is our intention all children and young people have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

9. Equal opportunities

9.1. We aim to provide an environment that is free from discrimination on any grounds including gender, race, ethnicity, colour, nationality, disability, sexual orientation, age and religious or political belief.

9.2. We believe that children and young people will benefit from an approach which recognises that some may be at different stages of emotional, social, physical,

personal and intellectual growth and therefore may require their opportunities to learn to be adapted within the same curriculum.

9.3. When teaching RSE/HRE we acknowledge that individual families will have their own cultural diversity and ethos in relation to human sexuality and sexual relationships. We cannot deliver individualised moral guidance to children and young people but will ensure that the RSE delivered is never value free and we will support parents in how best they may approach moral issues with their child if they wish.

9.4. We support the right of all children and young people and staff to equal access and chances, regardless of ethnicity, gender, social circumstances, ability / disability, belief, age or sexuality.

9.5. We consider the needs and characteristics of our student body, including the gender and age range of our children and young people and consider whether it is appropriate or necessary to put in place additional support for children and young people with particular protected characteristics (which mean that they are potentially at greater risk). We will promote healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children and young people based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach

9.6. We are responsive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff play an important role in modelling positive behaviours. School pastoral and behaviour policies support all children and young people.School refers to the Department's advice, Sexual violence and sexual harassment between children in schools and colleges. The advice sets out

9.7. what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Sexual violence and sexual harassment are not acceptable, they will never be tolerated at Hollinwood School.

9.8. Any report of sexual violence or sexual harassment will be taken seriously; staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. School will not make assumptions about the behaviour of boys and young men and will ensure that they are not made to feel that this behaviour is an inevitable part of being male.

10. Health and safety

10.1. Health and Safety issues are described fully in the school Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

11. Professional Development

11.1. All staff are provided with training opportunities to deliver the curriculum where appropriate. Training needs will be identified and discussed with the training team. All

staff responsible for organising and implementing discrete RSE throughout the school are provided with the opportunity to attend relevant courses.

12. Confidentiality

12.1. Parents are kept informed of the content of the RSE curriculum. Children's individual needs will not be discussed in a classroom setting, fictitious examples are used. Teachers maintain confidentiality. Child protection concerns would override all other consideration including confidentiality.

13. Child Protection Procedures

13.1. Our Child Protection policies and procedures are in a separate document and staff will follow these procedures if a child discloses information or displays behaviour that may cause the member of staff concern.

14. The Law.

14.1. 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 children and 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 protect children and young people and which ensure children and young people take responsibility for their actions. Children and young people should be made aware of the relevant legal provisions when relevant topics are being taught (age appropriately), including for example:

- 14.1.1. Marriage
- 14.1.2. consent, including the age of consent
- 14.1.3. violence against women and girls
- 14.1.4. online behaviours including image and information sharing (including: sexting, youth- produced sexual imagery, nudes, etc.)
- 14.1.5. pornography
- 14.1.6. abortion
- 14.1.7. sexuality
- 14.1.8. gender identity
- 14.1.9. substance misuse
- 14.1.10. violence and exploitation by gangs
- 14.1.11. extremism/radicalisation
- 14.1.12. criminal exploitation (for example, through gang involvement or county lines drugs operations)
- 14.1.13. hate crime
- 14.1.14. female genital mutilation (FGM)

15. Safeguarding/confidentiality

15.1. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

15.2. There may be rare occasions when a child under the age of thirteen who is

sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

15.3. The staff member will inform the Headteacher / Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

16. Sources and references

16.1. Sex and Relationship Guidance DfE 0116/2000

16.2. Relationships Education, Relationships and sex Education (RSE) and Health

16.3. Education Statutory Guidance. Feb 2019

Appendix 1 Curriculum overview/ Curriculum map

KS3&4

TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Families	• 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	• 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	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Online and media	• 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	• 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	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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

HYA Secondary Curriculum map

Learning for life, learning for all.

The HYA Secondary RSE curriculum has been planned and delivered with the needs of the young people being the most crucial factor in every lesson. The flexibility in the RSE curriculum allows the specialist staff to deliver bespoke lessons with a variety of tasks and skills that they will continue to develop as they progress through secondary school. RSE will allow young people to understand their emotional, social, physical and mental needs as well as others and apply these skills to day to day life. It's designed to help all young people make links between their learning and transfer their learning into all areas of school and home life, whilst also ensuring the learning is relevant and appropriate, thus creating a bank of support for the pupil as they progress into adulthood.

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

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			