



# **Plymouth CAST**

## ***Relationships and Sex Education Policy***

**June 2019**

## Document Control

### Changes History

| Version | Date      | Produced by                          | Recipients                | Purpose    |
|---------|-----------|--------------------------------------|---------------------------|------------|
| 1.0     | 26.7.2019 | Interim RE and Catholic Life Adviser | All Plymouth CAST schools | New Policy |

### Approvals

This policy requires the following approvals:

| Board | Chair | CEO | Date Approved | Version | Date for Review |
|-------|-------|-----|---------------|---------|-----------------|
| *     |       |     | 26.7.2019     | 1.0     | July 2020       |

### National/Local Policy

☐ This policy must be localised by Academies

☒ This policy must not be changed, it is a CAST/National Policy (only change logo, contact details and any yellow highlights) **Position with the Unions**

Does the policy require consultation with the National Unions under our recognition agreement? **NO** If yes, the policy status is: ☐ Consulted and Approved ☐ Consulted and Not Approved ☒ Awaiting Consultation **Distribution**

This draft document has been distributed to:

| Position                                             | Date | Version |
|------------------------------------------------------|------|---------|
| Headteachers and governors of local governing boards | 2019 | 1.0     |

# **Plymouth CAST**

## **Relationships and Sex Education Policy**

### **Our Mission Statement**

“Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.”

### **Our Values**

The values which inspire our work and inform the ethos and decision-making in our schools are the values of the Gospel, based on the Beatitudes in the Gospel of Matthew (Chapter 5: 1-11). These values are presented to the school community at assemblies and liturgies and explored throughout the working week in the classroom. When we come to celebrate achievement in the school, we recognise first and foremost those who have witnessed to Gospel values, as well as recognising excellence in other areas.

The Beatitudes, according to the Catechism, “...depict the countenance of Jesus Christ and portray his charity.” In a very moving way, they sum up the essence of the transformed human being God calls us all to be in Jesus. These are the kind of persons and actions that are ‘blessed’ by God, this is the ‘job description’ of people living in God’s kingdom, as opposed to the world’s kingdom of selfishness, inequality, aggression, materialism and violence. They challenge each generation to reflect on what persons and actions they consider to be important or blessed.

*“Blessed are the poor in spirit, for theirs is the kingdom of heaven”*

**Gospel value: Humility**, seeing life as a gift

*“Blessed are those who mourn, for they shall be comforted”*

**Gospel value: Compassion**, empathy

*“Blessed are the meek, for they shall inherit the earth”*

**Gospel value: Kindness**, gentleness

*“Blessed are those who hunger and thirst for righteousness, for they shall be satisfied”*

**Gospel value: Justice**, working for a fairer world

*“Blessed are the merciful, for they shall obtain mercy”*

**Gospel value: Forgiveness**, reconciliation

*“Blessed are the pure in heart, for they will see God”*

**Gospel value: Integrity**, do what you say

*“Blessed are the peacemakers, for they shall be called children of God”*

**Gospel value: Peace**, committed to peacemaking, non-violence

*“Blessed are those who are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven”*

**Gospel value: Courage**, standing up for truth

Our schools are invited to adopt this common set of Gospel values and integrate them into the liturgical life and wider life of the school. We will also look at ways in which we can incorporate these values in the curriculum itself, so that we offer an education to our children ‘in the light of the Gospel’.

## Rationale

We believe that every person is entitled to dignity and freedom, having been created in the image and likeness of God.

**"I have come that you may have life, and have it to the full"** (John 10: 10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

## VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

## Policy Formation and Consultation Process

The Head Teacher in each of our schools has overall responsibility for implementing any policy. The following stages should be undertaken when applying this policy document:

- The CAST RSE policy is agreed at a board meeting
- The Head Teacher should then establish a working group in their own school comprising at least 1 teacher, 1 Teaching Assistant 1 parent and 1 Governor.
- The new policy should ideally be reviewed with the Parish Priest present.
- The Lead Governor for RE and Catholic Life presents the new policy to parents, alongside the Head Teacher and EPR/PSHE coordinator delivered at a Parents' Focus Evening exploring relationships and sex education.
- Resources should be made available for review and parents' concerns addressed
- The working group should provide in-service for teachers, teaching assistants and governors if using any new resources.
- The policy will be reviewed during the summer term of 2020 so that it is in line with the new DfE guidance and expectations for September 2020. Use the **Assess your current curriculum audit** in the appendix to help you identify what expectations you're meeting already, and what gaps you'll need to fill to bring your curriculum up to the new standards. Give each expectation a 'red, amber, green' (RAG) rating. Red can mean 'not currently taught at all', amber can be 'covered but not effectively or there are outstanding issues' and green can be 'covered effectively, no further work needed'

Training will be provided on the new Life to the Full fully-resourced programme of study summer term 2019.

## **1) Relationships and Sex Education**

### **DEFINING RELATIONSHIP AND SEX EDUCATION**

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

### **STATUTORY CURRICULUM REQUIREMENTS**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum for Science.

### **AIM OF RSE within CAST and Schools’ MISSION STATEMENT**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Objectives**

#### **To develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love; recognising the importance of marriage and family life; fidelity in relationships.

#### **To develop the following personal and social skills:**

- making sound judgements and good choices which have integrity and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

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<sup>1</sup> *Gravissimum Educationis* 1

### **To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love; the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **Outcomes**

#### **INCLUSION AND OPPORTUNITIES FOR LEARNING**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

#### **EQUALITIES OBLIGATIONS**

The board and local governing board have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

#### **Relationships and Sex Educations (RSE) in the primary classroom**

In the Foundation stage, RSE is taught through other curriculum areas, often linked with the teaching of Understanding the world, PSED or R.E. Children may listen to stories about families and how new babies are cared for, baby brothers and sisters may visit school to make the experience more real. Whole class discussions may reflect on how we care for children in our school family.

From Year 1 through to Year 6, dedicated time should be set aside for the teaching of RSE across a minimum of half a term each school year. This is typically a session of 30 up to 45 minutes per week, which will include some group discussion and group or individual activities. The work taught is based mainly with RSE resources being adapted from the "Journey in Love" framework, Life to the Full (Ten Ten) in addition to other localised school resources e.g. the SEAL ("Social and Emotional Aspects of Learning"), "Health for Life" and 'Telling Tales' or other local schemes of work.

We recognise that on occasion sensitive teaching may be required, and that groups of children will vary in their needs and concerns. We are aware that we will need to use our knowledge of the children and our professional judgement when addressing issues where there may be a variety of experiences and backgrounds within groups. We must aim to be open and honest where possible. The *Journey in Love* scheme for primary and secondary schools has a useful glossary to support staff with this.

#### **Parental Responsibilities and Rights**

Parents have ***the right to withdraw*** their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher and completing the appropriate request form. The school will provide

support by providing material for parents to help the children with their learning and agree alternative arrangements for their child while these lessons occur.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

The Board and Local Governing Board supports this view and will strive to ensure that: -

- Parents are supported in their task
- Parents are kept informed about the RSE programme their child will be following.

## **BALANCED CURRICULUM**

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **Following the National Curriculum for PSHE and Citizenship**

Recommended units of work are taught using resources such as the Health for Life, SEAL, Telling Tales, Journey In Love and Life to the Full schemes. Non-statutory PSHE and Citizenship guidelines from the old National Curriculum may also be used in conjunction with these schemes. Teachers annotate the planning guidance pages appropriate for the age range in their class to ensure a broad coverage is delivered.

## **2) Spiritual, Moral, Social, Cultural and Citizenship Development**

### **Spiritual Development**

Our aim is:

- To support all children as they progress along their personal journey of faith.
- To encourage all children to grow in their response to God and to discern what that implies for their lives.

We will do this through:

- ✚ Providing a daily act of collective worship
- ✚ Nurturing and encouraging children's prayer in daily home and school life
- ✚ Offering opportunities for openness and enquiry
- ✚ Encouraging the development of talents
- ✚ Offering opportunities to explore personal beliefs and values in relation to human experiences

### **Moral Development**

Our aim is:

To develop skills, based on gospel values, of knowing how to behave and act, and the reasons for such behaviour.

We will do this through:

- ✚ Encouraging children to demonstrate the highest standards of behaviour and relationships
- ✚ Providing opportunities for children to explore the distinction between right and wrong
- ✚ Developing skills necessary to make decisions based on gospel values
- ✚ Engaging in discussion with open mindedness, showing respect for the views of others

## **Social Development**

Our aim is:

- To develop the skills to enable children to interact appropriately and confidently with others.
- To develop the competencies necessary to play a full part in society especially within their local community.

We will do this through:

- ↳ Promoting good relationships by example
- ↳ Using a variety of teaching and learning styles to develop e.g. co-operation, team work, perseverance and resilience alongside leadership skills
- ↳ Provide opportunities for children to exercise responsibility within the school community

## **Cultural Development**

Our aim is:

To increase pupils' knowledge and understanding of the beliefs, values and customs of other cultures; and to appreciate the richness of cultural diversity both within Britain and worldwide.

We will do this through:

- ↳ Providing opportunities for children to learn about and experience other cultures
- ↳ Providing opportunities to visit places of cultural significance
- ↳ Providing opportunities for children to learn about their own culture: tradition and practice through exploring British Values (see schools' own British Values Policy for more details)

## **Citizenship**

Our aims are:

- To increase pupils' knowledge and understanding
- To play an effective role in society at local, national and international levels.
- To enable children to be more informed, thoughtful and responsible citizens aware of their duties and rights.
- To develop skills of enquiry, communication, participation and responsible action

We will do this through: The above Spiritual, Moral, Social and Cultural development and also the 'hidden' curriculum.

## **3) Relationships and Sex Education Policy**

The following issues were considered when writing this aspect of the policy:

- Aims of the RSE programme
- Content of the programme
- Delivery of the programme
- Teaching approaches
- Use of and protocols for volunteers and visitors
- Child protection
- Withdrawal of children
- Monitoring and review of the programme

## **Content**

The relationships and sex education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children
- Develop skills of assertiveness, communication and effective dialogue in relationships
- Encourage the exploration and clarification of values and attitudes
- Foster self-esteem, positive self-image and confidence

Topics and themes will be revisited from year to year taking account of the children's development and the spiral curriculum concept.

The content of the sex and relationships education programme including learning outcomes will be based on the recommended resources mentioned in this policy plus any LA RSE curriculum programme such as using 'Health for Life' as a framework and the HEAD ON or Life to the Full (by Ten Ten) RSE resources as well as Journey in Love' which will explore the 3 themes of *Created and Loved by God, Created to Love Others* and *Created to Live in Community* (see Model Catholic Primary RSE Curriculum document on CES website).

Topics will include:

- Feelings and relationships
- My healthy body
- Lifestyles and culture
- Growing up

## Organisation

Relationships and Sex Education will be coordinated by the Head Teacher and RE Leader/Head of Department in close co-operation with the Subject Leader for EPR/PSHE.

Delivery will be as topics:

- Through planned aspects of science
- Addressed occasionally in assembly time
- Through planned visits from parents and younger and older siblings
- Through pastoral time
- Through small group work
- Through SEAL activities
- Through story time
- Through EPR lessons
- Through sessions delivered by the school nurse in liaison with other school staff

Active learning methods which involve children's full participation will be used. Single sex groups may be used *occasionally* as and when deemed appropriate. The resources used will be made available on request for parents to view at an annual parents' meeting. Individual parents can also view resources by contacting the RE Leader directly.

Teaching strategies will include:

- |                             |                        |
|-----------------------------|------------------------|
| • establishing ground rules | • brainstorming        |
| • distancing techniques     | • film & video         |
| • discussion                | • group work           |
| • project learning          | • role-play            |
| • reflection                | • trigger drawings     |
| • experiential              | • values clarification |
| • active                    |                        |

(See also 'Sex and Relationship Guidance '. DCSF 2000 for more detail)

## Specific issues statements

- Working with parents and pupil withdrawal procedures  
Parents wishing to exercise this right are invited to contact the Head Teacher who will explore the concerns and the possibilities of adjusting the programme or approach. She will discuss the possible impact that withdrawal may have on the pupil and she will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in RSE until the request of withdrawal has been removed.
- Confidentiality  
Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

- Disclosure or suspicion of possible abuse  
Plymouth CAST has a Safeguarding Policy and procedure for dealing with child sexual abuse based on South West Child Protection Procedures and LA guidelines and recommendations. This policy is available on request.

### Teaching and Outside Agencies

RSE lessons will be taught by class teachers and sometimes Teaching Assistants. Outside agencies may be used to support and assist the teachers in the development of the classroom based work. On rare occasions outside agencies may be involved in classroom based work as part of the developmental programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors and the class teacher will be present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS checks.

- Answering difficult questions  
Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the Head Teacher if they are concerned.
- Provision for pubertal children  
Sanitary Disposal Units are located in near the girls' toilets; Girls requiring sanitary protection should go to the school office where it may be provided free of charge.
- HIV/AIDS policy  
The school follows the procedure outlined by the County council with regard for supporting children or staff infected or affected by HIV/AIDS. E.g. See website  
[http://www.devon.gov.uk/index/cyps/families/hiv\\_aids/support\\_for\\_children\\_with\\_hiv\\_aids.htm](http://www.devon.gov.uk/index/cyps/families/hiv_aids/support_for_children_with_hiv_aids.htm)
- Complaints Procedures  
Any complaints about the RSE Programme should be made to the Head Teacher who will report to the governors via the Lead governor for RE and Catholic Life.

### **External Visitors**

Our schools will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'<sup>2</sup>.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **Useful resources**

- 1) A model Catholic Primary RSE curriculum CES Autumn 2016
- 2) A model Catholic Secondary RSE curriculum Autumn 2016
- 3) A Journey in Love: Volume 1 Primary Volume 2 Secondary Sr Jude Groden McCrimmons publishing
- 4) Life to the Full- An annual subscription providing Catholic schools with a fully-resourced programme of study in Relationship Education.  
<https://www.tentenresources.co.uk/relationship-education-subscribers/relationship-education/>

For the most current and up to date RSE guidance materials and policy documentation please use the following CES link;  
<http://catholiceducation.org.uk/guidance-for-schools/relationship-sex-education>

## Relationships and sex education audit (primary)

### Assess your current curriculum

As a primary school you must teach relationships education from September 2020.

Sex education won't be compulsory in primary schools, but it's recommended and there are expectations of what should be covered if you do teach it.

Use this audit to help you identify what expectations you're meeting already, and what gaps you'll need to fill to bring your curriculum up to the new standards

Give each expectation a 'red, amber, green' (RAG) rating. Red can mean 'not currently taught at all', amber can be 'covered but not effectively or there are outstanding issues' and green can be 'covered effectively, no further work needed'

### Gather evidence for each expectation

Use the following as sources of evidence of the effectiveness of current teaching:

- A consultation with staff, parents and pupils – if you haven't yet consulted with your community, we recommend you do as it'll provide useful evidence for this audit.
- Curriculum plan
- Lesson plans
- Lesson observations/learning walks
- End of unit evaluations written by pupils and/or teachers

You'll want to show:

- Where in the curriculum plan you're meeting the expectation (i.e. in what year and what term is it covered)
- If it's in the plan, are you teaching it in a satisfactory way? How do you know?

Ask your teachers about whether they think your curriculum is appropriate for pupils in terms of:

- The age group of the class
- Your local area (i.e. are there any related local issues, like gangs, that should be addressed in your curriculum?)
- Different physical and emotional maturity levels in the same class
- Different religious or cultural backgrounds in the same class
- Different family backgrounds in the same class (e.g. single parent families, looked after children, same-sex parent families)
- Special educational needs and disabilities
- English as an additional language

### Think about next steps

If you've rated anything red or amber, consider whether you need to:

- Amend your curriculum plan
- Find better teaching resources
- Review your timetabling for this subject
- Provide more training for staff

Add these ideas into the 'steps to take' column, and say when you'll do them and who'll be responsible.

If you identify several large gaps, you may want to consider buying a new curriculum package or scheme of work. If you do, use this audit to:

Make sure the new package or scheme covers all the requirements and identify what you need out of new package

| PUPILS SHOULD KNOW...                                                                                                                                                                                                                      | EVIDENCE YOU'RE MEETING THE EXPECTATION                                                                                                                                                                                                                                                                                                                                                          | STEPS TO TAKE TO FULLY MEET THE EXPECTATION                                                                                                                                                                                                                                                                                                                                                                               | RAG |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Families and people who care for me</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
| That families are important for children growing up because they can give love, security and stability                                                                                                                                     | <p><b>For example:</b></p> <p>Under curriculum plan, covered in lessons in Year 1, term 2; Year 3, term 2; Year 5, term 1.</p> <p>In the consultation, teachers said they're covering the topic with confidence, but they're concerned about how to address the topic with looked after children in their class.</p> <p>End of unit evaluations from pupils show they understand this topic.</p> | <p><b>For example:</b></p> <p>Subject leader to talk to designated teacher for looked after children, ask them to provide training to teachers on how to properly approach this topic at the September INSET day.</p> <p>Teachers to then include support for these pupils in lesson plans, and have discussions with carers for looked after children about what we're teaching and how this may impact their child.</p> |     |
| 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 to 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                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                           |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                               | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed                                                               |                                         |                                             |     |
| <b>Caring friendships</b>                                                                                                                                                                           |                                         |                                             |     |
| 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing                                 |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                                   | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| these situations and how to seek help or advice from others if needed                                                                                                                                                   |                                         |                                             |     |
| <b>Respectful relationships</b>                                                                                                                                                                                         |                                         |                                             |     |
| The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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                                                                                                                                                                                           |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                  | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| stereotypes can be unfair, negative or destructive                                                                                                                     |                                         |                                             |     |
| The importance of permission-seeking and giving in relationships with friends, peers and adults                                                                        |                                         |                                             |     |
| <b>Online relationships</b>                                                                                                                                            |                                         |                                             |     |
| That people sometimes behave differently online, including by pretending to be someone they're not                                                                     |                                         |                                             |     |
| That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met              |                                         |                                             |     |
| How information and data is shared and used online                                                                                                                     |                                         |                                             |     |
| <b>Being safe</b>                                                                                                                                                      |                                         |                                             |     |
| What sorts of boundaries are appropriate in                                                                                                                            |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                    | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| 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's 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/unsafe physical and other contact                                     |                                         |                                             |     |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard                                                                           |                                         |                                             |     |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so                                                                                       |                                         |                                             |     |
| Where to get advice (e.g. family, school, other sources)                                                                                                                 |                                         |                                             |     |
| <b>Sex education (not compulsory but recommended)</b>                                                                                                                    |                                         |                                             |     |
| The changes that adolescence brings                                                                                                                                      |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                       | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-----------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| for boys and girls                                                          |                                         |                                             |     |
| Drawing on knowledge from science lessons, how a baby is conceived and born |                                         |                                             |     |

# Relationships and sex education audit (secondary)

## Assess your current curriculum

As a secondary school you must teach relationships and sex education from September 2020. There's a list of expectations about what pupils will need to know by the end of the secondary phase which is set out below.

Use this audit to help you identify what expectations you're meeting already, and what gaps you'll need to fill to bring your curriculum up to the new standards.

Give each expectation a 'red, amber, green' (RAG) rating. Red can mean 'not currently taught at all', amber can be 'covered but not effectively or there's outstanding issues' and green can be 'covered effectively, no further work needed'.

## Gather evidence for each expectation

Use the following as sources of evidence of the effectiveness of current teaching:

- A consultation with staff, parents and pupils – if you haven't yet consulted with your community, we recommend you do as it'll provide useful evidence for this audit.
- Curriculum plan
- Lesson plans
- Lesson observations/learning walks
- End of unit evaluations written by pupils and/or teachers

You'll want to show:

- Where in the curriculum plan you're meeting the expectations (i.e. in what year and what term is it covered)
- If it's in the plan, are you teaching it in a satisfactory way? How do you know?

Ask your teachers about whether they think your curriculum is appropriate for pupils in terms of:

- The age group of the class
- Your local area (i.e. are there any related local issues, like gangs, that should be addressed in your curriculum?)
- Different physical and emotional maturity levels in the same class
- Different religious or cultural backgrounds in the same class
- Different family backgrounds in the same class (e.g. single parent families, looked after children, same-sex parent families)
- Special educational needs and disabilities
- English as an additional language

## Think about next steps

If you've rated anything red or amber, consider whether you need to:

- Amend your curriculum plan
- Find better teaching resources
- Review your timetabling for this subject
- Provide more training for staff

Add these ideas into the 'steps to take' column, and say when you'll do them and who'll be responsible.

If you identify several large gaps, you may want to consider buying a new curriculum package or scheme of work. If you do, use this audit to:

Make sure the new package or scheme covers all the requirements

Identify what you need out of the new package that you're not getting currently

| PUPILS SHOULD KNOW...                                                                                                                                                                                                      | EVIDENCE YOU'RE MEETING THE EXPECTATION                                                                                                                                                                                                                                                                                                                                 | STEPS TO TAKE TO FULLY MEET THE EXPECTATION                                                                                                                                                                                                                                                                                                                                                                              | RAG |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Families</b>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
| That there are different types of committed, stable relationships                                                                                                                                                          | <p><b>For example:</b></p> <p>Covered in Year 7, term 2 PSHE lesson on citizenship.</p> <p>In the consultation, teachers said they're covering the topic, but they're concerned about how to address the topic of parent/child relationships with looked after children in their class.</p> <p>End of unit evaluations from pupils show they understand this topic.</p> | <p><b>For example</b></p> <p>Subject leader to talk to designated teacher for looked after children, ask them to provide training to teachers on how to properly approach this topic at the September INSET day.</p> <p>Teachers to then include support for these pupils in lesson plans, and have discussions with carers for looked after children about what we're teaching and how this may impact their child.</p> |     |
| How these relationships might contribute to human happiness and their importance for bringing up children                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
| What marriage is, including its 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 children, including the characteristics of successful parenting                                                                                          |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |     |
| How to: <ul style="list-style-type: none"> <li>Determine whether other</li> </ul>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                                                                                                                                                | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| <p>children, adults or sources of information are trustworthy</p> <ul style="list-style-type: none"> <li>Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)</li> <li>How to seek help or advice, including reporting concerns about others if needed</li> </ul> |                                         |                                             |     |
| <b>Respectful relationships, including friendships</b>                                                                                                                                                                                                                                                                               |                                         |                                             |     |
| The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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                                                                                                                                                    |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                                              | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| 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 respect to others, including people in positions of authority, and tolerance of other people's beliefs |                                         |                                             |     |
| About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal                                 |                                         |                                             |     |
| <b>Online and media</b>                                                                                                                                                                                                            |                                         |                                             |     |
| Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts,                                                                                                  |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                                                           | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| 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 wouldn't 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                                                                                  |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                                                                                   | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| How information and data is generated, collected, shared and used online                                                                                                                                                                                                |                                         |                                             |     |
| <b>Being safe</b>                                                                                                                                                                                                                                                       |                                         |                                             |     |
| The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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)                                                                                          |                                         |                                             |     |
| <b>Intimate and sexual relationships, including sexual health</b>                                                                                                                                                                                                       |                                         |                                             |     |
| 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 the make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health)                                                                                    |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                                                                                                     | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing     |                                         |                                             |     |
| About the prevalence of some                                                                                                                                                                              |                                         |                                             |     |

| PUPILS SHOULD KNOW...                                                                                                             | EVIDENCE YOU'RE MEETING THE EXPECTATION | STEPS TO TAKE TO FULLY MEET THE EXPECTATION | RAG |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|-----|
| 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 and advice and treatment |                                         |                                             |     |