Harford Manor School

Foundations For Futures

RSHE Policy

Draft

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Person(s) responsible for review:	Cathie McLeod

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Relationships and Sex Education Policy 2026

"Children with disabilities need not only to receive the same sex education as able-bodied children but more, and particularly if they are to overcome barriers to sexual development." World Health Organisation

1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- To learn to respect themselves and others.
- To develop emotional literacy to enable them to express their own feelings and understand the feelings of others
- To develop the skills and understanding needed to live confident, healthy and suitably independent lives.
- To understand human sexuality and the process of human reproduction
- To take responsibility for their own actions.
- To understand the importance of loyalty and honesty in relationships.
- To understand the importance and responsibilities of families for all members and respect different sorts of families.
- To recognise and know how to avoid exploitation and abuse.
- To understand where they can go for further information and advice.

2. Statutory requirements

As a maintained school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010

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- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Harford Manor School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE through student council and class forums
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out within the Strands booklet Me and My Body – but we may need to adapt it as and when necessary.

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We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Our focus is on providing comprehensive support to the child. This support may involve, but is not limited to, the following actions:

- Encouraging the child to talk to an adult they trust.
- Directing the child to relevant external support services.
- Directing the child to our Safeguarding Policy for Children.

We will share all curriculum materials with parents and carers upon request.

Primary sex education is not compulsory in primary schools. At Harford Manor School we will focus on relationships and emotional regulation in the Primary department.

The expected outcomes for Relationship and Sex Education (RSE) are detailed in Appendix 1. These outcomes are not universal and will be determined by each individual pupil's specific learning pathway, cognitive level, and, where applicable, identified needs.

6. Delivery of RSE

RSE is taught within the Me and My body strand in our curriculum. This is across all Key Stages and within the post 16 classes, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Emphasis will be placed on developing self-confidence and positive self-esteem. Each individual's own feelings, attitudes and experiences will be valued and pupils will be encouraged to show respect for others.

Primary Department

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Within the Primary Department relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. At Harford Manor School we will support pupils in Year 5 and 6 on an individual or small group level if the need has been identified by parents or school. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- We will use appropriate material to assist learning, such as:
- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities
- Social Stories
- Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- The programme will be designed to focus on boys as much as girls.
- At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Secondary Department including Post 16

At secondary level (Key stage ¾ including Post 16) these areas are expanded upon and direct elements of RSE within the Me and My body strand.

As with all curricular areas, the level of understanding, emotional maturity and individual awareness of all students, is paramount in the mind of the class teacher when preparing suitable content and the most appropriate method of delivery.

The language used to deliver the relationship and sex education programme will be appropriate to the individual pupil at the time, the correct terminology will be used in order to avoid confusion.

The following topics will be covered

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The importance of friendships and relationships with others

- Learning about our bodies and the changes we go through
- Looking after ourselves and others, keeping safe, making healthy choices
- Learning about a range of emotions; how to cope with feelings
- The ways in which families are important and different roles within the family
- Developing and maintaining a healthy lifestyle to include safe sex and the use of contraception
- On-line media and safer internet use.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary and Post16 age pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. This will be taught according to each pupil's level of understanding. If a pupil does not have the level of understanding then they will be taught strategies to learn safer ways for example public and private and making- good choices.

These topics include, but are not limited to:

Marriage, including forced marriage and civil partnerships

Consent, including the age of consent

Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty

Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour

Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion

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Pornography

Abortion

The protected characteristics

The age of criminal responsibility

Through the curriculum pupils will have the opportunity to reinforce their understanding of humans as biological organisms. Within RE, pupils will have opportunities for further consideration of the ways in which relationships can develop. Class teachers will normally be responsible for the delivery and will ensure effective home-school communication.

At times it may be appropriate to use other agencies to assist in the delivery of sex and relationship education, for example, the school nursing service; this will be planned and agreed in line with school policy.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner and according to their level of understanding . We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences During lessons, makes pupils feel:
- Safe and supported

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- Able to engage with the key messages We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions o 1-to-1 discussions
    - Digital formats
    - Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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:

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

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Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Work with agencies who don't allow their material to be shared with parents and carers

6.3 Teaching and learning styles

The RSE curriculum is taught using a range of styles, both to ensure accessibility for all pupils and to enhance the level of engagement in the

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subject. Discussion, role play, varying group sizes, circle time, the use of IT are some of the ways this is done. Teachers will differentiate and use adaptive teaching in order to take account of the needs of all individuals within a class or group.

The setting of ground rules (as referred to in section 4 above) plays an important role, pupils must feel safe and not feel that they are forced to respond if they are uncomfortable with the subject. Discussions must be depersonalised through the use of appropriate language. If a question arises which is too explicit for other members of the group, or not age appropriate, the teacher must acknowledge this and attend to it later on a more personal basis.

The teaching of relationships and sex education is inclusive to all pupils, but there are some parts, for example in the early stages of learning about puberty and menstruation, when it may be deemed appropriate to teach girls and boys separately.

Time should be given at the end of each session to enable pupils to reflect on their learning and raise any further questions they may have.

7. Confidentiality

On extremely rare occasions sex and relationship education may lead to disclosure from a pupil who may have been abused or appear to be at risk of abuse. In this case the member of staff must follow the school's Safeguarding Policy.

The use of ground rules in lessons will offer a safe environment for young people to talk and receive factual answers to their questions. Pupils and parents must be aware that teachers cannot offer unconditional confidentiality, but that if confidentiality has to be broken, they will be informed first and supported as appropriate.

A suggestion has been made to have child friendly signage in class for pupils to know who to go to if they have a concern.

8.Sensitive Issues

The importance of stable relationships and the value of family life is one of the themes which is central to sex and relationship education. Marriage is an important concept, but it is equally important to recognise that there are many other types of families which provide an excellent environment within which children flourish.

Staff must be sensitive to the backgrounds of pupils when discussing family life. The personal views and attitudes of staff are not to be shared with pupils,

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the agreed aims and values of the school are those which are to take precedence.

Staff will need to take into account the physical disabilities and medical conditions of individual pupils when delivering sex and relationship education. Short life expectancy, specific medical conditions and emotional development should be considered with sensitivity at all times.

9. Roles and responsibilities

9.1 The governing board

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

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

9.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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.

9.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10 Parents/Carers - Right to Withdraw

Parents/Carers are the most important people in the development of a young person's emotional, physical and social well-being; the school hopes to work in partnership with parents on sex and relationship education as on all other matters.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

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If a parent does not want their child to take part in some or all of the Sex Education lessons delivered at school, they can ask that they are withdrawn.

The headteacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances. Government guidance says that this is up until three school terms before your child turns 16. At Harford Manor we have taken the decision to continue with considering parental requests until the pupil leaves school at 19. Whether this is granted will depend upon their level of understanding.

Any decision to withdraw their son or daughter from the school's sex and relationship education programme must be made in writing to the school.

Prior to a sex and relationship education module being taught in school a letter will go to relevant parents giving information and informing them of their right to withdraw their son or daughter (Appendix 2). School will always seek to clarify and answer any parental concerns about their child in relation to Sex and Relationships Education at the school.

In addition, should Parents wish school to address an issue regarding sex and relationships education with specific import regarding their own child, the class teacher is best placed to have this discussion with in the first instance. We are keen to support children and their families in a range of ways and we are acutely aware that sometimes a bespoke and tailored element of learning is appropriate for individual circumstances. This may or may not fit in with the planned scheme of work. The school has frequently supported parents and their children with working on sensitive issue

11. Training

The headteacher/ Assistant Headteacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by Cathie McLeod AHT through: planning scrutiny, learning walks, and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Cathie McLeod AHT every 2 years

At every review, the policy will be approved by the governing board.

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Useful Tools /Resources:

PANTS
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule

Charley Heritage Foundation – Sex Factor Resource Pack

Katherine Newell – Private time

This policy relates to other policy documents, in particular:

Safeguarding

RE

Teaching and Learning

Assessment, Recording and Reporting

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Appendix 1:

By the end of Post16 pupils who are able to should know. All pupils will engage at the level which is relevant to them to keep them safe.

TOPIC	PUPILS 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 The roles and responsibilities of parents/carers 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	· About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships · How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal · The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others · What tolerance requires, including the importance of tolerance of other people's beliefs

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	· The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict · The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help · Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration · The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay · How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice · How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others · How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others · How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
TOPIC	PUPILS SHOULD KNOW

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Online and media	· That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults · That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online · How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met · How information and data is shared and used online, including where pictures or words might be circulated · Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up · That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online · 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 they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues

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	· Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images · About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online · That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime · How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared · What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online · About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them · That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons · Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong · That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice

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	· How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns · That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it · How information and data is generated, collected, shared and used online · That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) · That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion · That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	· What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example · 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 or unsafe physical, and other, contact

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	· How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know · How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust · How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so · Where to get advice, for example from their family, school and/or other sources · How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent · That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others · How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed · How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions · What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it · That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

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	· About concepts and laws relating to: o Sexual violence, including rape and sexual assault o Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o Female genital mutilation (FGM), virginity testing and hymenoplasty · That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed · That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury · That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death · That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful · How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
TOPIC	PUPILS SHOULD KNOW

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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

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APPENDIX 3

Harford Manor School

Headteacher: Colin Wheelhouse

Email: head@harfordmanor.school

Dear Parents/Carers

This term your child's class will be working on aspects of Relationships and Sex Education as one of a number of areas of study.

I can assure you that, as with all areas, we tackle issues very sensitively and at a level appropriate to the age and understanding of the student. However, I have a duty to inform you that in line with National and Local policy and our own school documents, we must inform you of your right in regards to this curriculum area.

I have copied the relevant section from our school Relationships and Sex Policy below:

Parents are the most important people in the development of a young person's emotional, physical and social well-being; the school hopes to work in partnership with parents on sex and relationship education as on all other matters.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If a parent does not want their child to take part in some or all of the Sex Education lessons delivered at school, they can ask that they are withdrawn. The head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, the child can choose to receive Sex Education if they would like to, and the school should arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

Any decision to withdraw their son or daughter from the school's relationships and sex education programme must be made in writing to the school.

If you are happy for your child to take part, as is usual, in the full curriculum, you need do nothing more. However, if you wish to withdraw your child from those elements of the sex education curriculum to which you have the right, school will require a letter from you to this effect. Prior to this we would welcome a discussion with you about the content of the lessons and any concerns that you may have. Please ask to speak to the class teacher in the first instance. Yours faithfully

Colin Wheelhouse

Headteacher

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