

Relationships & Sex Education Policy

Date Policy due to be reviewed: June 2019

Committee Responsible for Policy: Full Governing Body Committee

Section 1 – Overview

On 1st March 2017 the Government began the process of reviewing Relationships and Sex Education through the ‘Children and Social Work Act’, with the intention of making RSE statutory in all secondary schools by September 2019. The new legislation will ensure RSE is appropriate to the age of students and their religious backgrounds.

All pupils in schools will be made aware of the value of a stable family life and relationships and the responsibilities of parenthood. They will be encouraged to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibilities, sensitivity towards the needs and views of others, loyalty and fidelity. Relationships and Sex education will be promoted as an integral part of the discussions about loving relationships. Pupils will be enabled to recognise that both sexes must behave responsibly in sexual matters. Relationships and Sex Education is an integral part of the learning process, fully integrated into the curriculum and not isolated, taken out of context or over-emphasised. A Relationships and Sex Education Policy should be for all children including those with physical, emotional or learning difficulties. Teachers should be encouraged to explore values and moral issues giving consideration to the child’s sexuality and personal relationship.

“Sex education should be treated as a positive opportunity for young people to understand and to be in control of their emerging sexualities”.

It is important to acknowledge that young children have sexual knowledge of their own, even if they have no sexual experience. This knowledge is gained from an environment which abounds with sexual images and messages. Recent studies have shown that knowledge about sex-related issues does not increase young people’s sexual activities, but instead leads to more responsible and informed behaviour.

What is Relationships and Sex education?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The March 2017 White Paper stated:

“Children need high quality relationship and sex education so they can make wise and informed choices. An effective RSE programme will ensure a deep understanding of the ways in which humans love each other and stress the importance of respecting individual autonomy. Integral to this will be greater awareness of what constitutes a ‘healthy relationship’, both physically and emotionally, to ensure young people understand their rights and responsibilities in all forms of relationships”

Relationship and Sex Education at Hillcrest School

At Hillcrest, our comprehensive RSE programme provides accurate information on the human body and reproduction, and equips students with the essential skills needed to build positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Our curriculum and ethos creates a safe environment in which students can have informed discussions about feelings, relationships and values. Our work in this area is a key element of our wider safeguarding provision across the school as it feeds into a preventative programme that enables all pupils to learn about safety and risks in relationships.

Why is Relationship and Sex Education important at Hillcrest?

- Children are now reaching puberty at an earlier age than ever before and already have some sexual knowledge. Therefore, they have the right to be made aware of the correct facts about the changes taking place.
- Whilst some parents are very comfortable talking with their children about sex, many admit that they are not. We feel the school should take responsibility for providing information and liaising with parents to form a relationship.
- Early RSE provides opportunities for children to ask questions and discuss their concerns which in turn held to ally any fears they may have regarding their won bodies.

- Children will always ask questions relating to sexual matters so an accepted policy on sex education will enable the school to have a co-ordinated approach to the subject.
- Sex Education is required by the National Curriculum. Some elements within the science core curriculum are mandatory.
- Research shows that children as young as eight, (and possibly even younger), are now aware of HIV/Aids and related issues.

“Teachers and parents have a key role in building on this awareness so that information can influence children’s behaviour. Passive acceptance of media-led messages, even if positive is unlikely to change that behaviour”.

Section 2: THE LEGAL FRAMEWORK FOR RELATIONSHIPS AND SEX EDUCATION

Section 241 of the Education Act 1993, effective from August 1994

- requires governors of maintained secondary schools to provide sex education (including education about HIV/AIDS and other STD’s) to all registered pupils;
- removes references to AIDS, HIV, sexually transmitted diseases and aspects of human sexual behaviour other than biological aspects from National Curriculum Science;
- grants parents the right to withdraw pupils in all maintained primary and secondary schools, from all or part of sex education outside National Curriculum;
- requires all maintained schools to make and keep up-to-date a written statement of their policy on sex education, and for this policy to be made available to parents free of charge.

Section 46 of the Education Act (No. 2) 1986

- Requires that the Governing body and Headteacher shall take such steps as are reasonable practicable to secure that where sex education is given to any registered student at the school it is given in such a manner as to encourage those pupils to have due regard to moral considerations to the value of family life.

Section 1 (2) of the Education Reform Act 1988 requires all maintained schools to offer a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and society.

The Education (Schools Information) Regulations 1993

- Requires all maintained school to publish in the prospectus a summary of the content and organisation of any sex education they provide.

The 1996 Education Act

- Requires schools to prepare pupils for the opportunities, responsibilities and experiences of adult life.

The 2004 Children Act

- Stated that schools still had a statutory obligation to promote their pupils’ wellbeing

The 2010 Equality Act

- Stated that schools must not unlawfully discriminate against pupils because of their sex, race, disability, gender reassignment, religion or belief, race, pregnancy or sexual orientation

The Sexual Health Improvement Framework (2013)

- Focus on schools to deliver ‘high quality sex and relationships education’

National Curriculum Framework (DFE – 2013)

- Every school must offer a curriculum which is ‘promotes the spiritual, moral, cultural, mental and physical development of students’ and ‘prepares students for the opportunities, responsibilities and experiences of later life’

Child Sexual Exploitation (DFE – February 2017)

- Definition and guide for practitioners working to protect child from child sexual exploitation

Children and Social Work Act (2017)

- Relationship and sex education must be taught in all secondary schools in England.

Sexual Violence and sexual harassment between children in schools and colleges (DFE – December 2017 and republished May 2018)

- Provides specific guidance for schools and colleges on what sexual violence and harassment is, how to minimise the risk and what to do when incidents occur, or are alleged to have occurred.

Working Together to Safeguard Children (Revised version – April 2018)

Keeping Children Safe in Education (September 2018)

Section 3: Aims and Objectives

“To combat ignorance and increase understanding. To provide full, honest information about the physical, emotional and social aspects of human sexual development and conception to old age, including the nature of love, personal relationships and family life”.

- To discover “where pupils are” in their understanding of sexual matters, as “it is important to acknowledge that young people have sexual knowledge of their own, even if they have little or no sexual experience”.
- To liaise with parents and help them to develop their own skills as educators, so that home and school can work in partnership with shared aims to promote healthy relationships.
- To generate an atmosphere of trust, where questions about relationships, sexual health, reproduction, sexuality and sexual orientation can be raised and answered without embarrassment.
- To provide an agreed acceptable vocabulary for communicating about sexual matters with confidence and dignity.
- To stress the value of “family life” recognising the diversity of households and families that people are a part of and the need for proper parental care for all young things.
- To demonstrate the value of marriage and its importance for ‘family life’ and for raising children
- To counteract myths, folklore and confusions, which come directly from adult untruths (storks and gooseberry bushes!) from other children’s stories and from the media.
- To elucidate the nature of human reproduction and child development in gradually increasing detail, and enable children to discuss how they feel about this.
- To help children understand that they have rights (and should have control over who touches their bodies) and increase communication skills about these.
- To raise awareness of the danger of going with “strangers”, and develop and practice strategies for self-protection in terms of e-safety, consent, violence and exploitation.
- To develop a whole school approach that is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief.
- To provide information about forthcoming pubertal changes (physical, emotional and social) to discuss all the implications and give help in adjusting to these changes, particularly for early developers who may be under stress (remember that puberty can start as early as nine for some girls, so schools may need to review the arrangements and facilities to accommodate their needs).

- To enable children to accept that variation in size, growth rates and age at which puberty starts is normal, and to communicate any concerns they may have about their own development to appropriate people.
- To reduce or eliminate any teasing about sexual matters, which many children fear, and which in some instances may amount to sexual harassment.
- To foster respect for other people's beliefs, feelings and needs.
- To help children accept their sexuality as part of their whole personality.
- To develop personal relations skills and belief in the value of many different kinds of friendships, including platonic friendships, and in everyone's right not to be sexually active.
- To increase pupil's confidence and self-esteem, and help them to learn and practise decision making skills, including those necessary for resisting pressure from peers and others to behave in potentially damaging ways (this begins the process of developing skills for the promotion of long-term sexual health).
- To challenge media stereotypes of masculinity and femininity, raise awareness of potential sexism and the value of equal opportunities for partners in relationships (heterosexual, homosexual, lesbian, transgender)
- To develop pupils understanding of a range of views and beliefs about relationships and sex in society about gender, sex and sexuality.
- To develop children's understanding of the moral issues involved in human sexual behaviour, and explore those held by different cultures and groups.
- To evaluate the sex education programme regularly and revise it in the light of the children's responses, parents wishes, new research findings, and government directives on sex education.

At Hillcrest, we value the importance of our RSE provision as it contributes to:

- Creating a positive ethos and environment for learning
- Safeguarding our pupils by promoting their emotional well-being and improving their ability to achieve in school
- Developing a deeper appreciation of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping our pupils to keep themselves safe from harm, both on and off line
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Section 4 – Roles and Responsibilities

Role of Governors

- The Education 1986 Act placed sex education into the hands of school governors. Through liaison with staff, governors and parents in each school is advised to develop a well-defined and detailed school policy. Staff should be encouraged to discuss approached and any concerns with colleagues. The provision of INSET and support for staff is essential and Governors should monitor staff have accessed relevant training and have up-to-date knowledge of RSE guidelines.
- Governors of the school need to be kept informed of the implementation of the school's Relationship and Sex Education policy.

Role of the Headteacher

- To liaise with governors and staff to develop appropriate programmes and ensure statutory guidance is embedded in policy and practice.

Role of the DSL

- To co-ordinate wider safeguarding provision, ensuring RSE is central to all aspects of safeguarding and child protection.
- Liaise with external services to ensure pupils and their families can access a wide range of relationships and health-related support
- To ensure staff access appropriate training to ensure they have relevant knowledge to deliver effective RSE throughout the curriculum

Role of the Personal Social Development (PSD) Co-ordinator

- To plan and review teaching resources and materials to ensure RSE is embedded through the whole school and PSD curriculum

Role of Teaching Staff

- "... the majority of the teachers involved have hitherto fulfilled their responsibilities in relation to this aspect of the curriculum with skill and sensitivity. The discharge of their responsibilities in implementing the governor's policy at classroom level will depend in large measure on their professional skill and expertise...."
- Under very special circumstances, however, some teaching staff may have serious reasons why they feel they could not teach relationship and sex education, and this should be honoured.
- All staff, whether they are involved in the programme or not, should be able to support the RSE policy and provision in school
- For their own protection staff must always be sure that they are working within the school's RSE policy.
- RSE is not value free and teachers need to be aware of their own attitudes and values to lessen the chance of imposing their own subjective biases. They should be able to:
 - examine their own knowledge regarding these issues
 - keep in touch with current affairs, especially with what pupils are seeing within TV programmes, and with other influences on them.

Parents and Carers

- Parents / carers are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be complimentary and supportive to the role of the parents.
- The existence of elected parent representatives on governing bodies ensures that there will already be some parental views expressed in a school's RSE policy. Further parental involvement may be secured in various ways, such as sending explanatory letters, invitations to parents and teacher workshops, meetings involving outside agencies i.e. advisory teachers, health promotion officers, health visitors and opportunities to see materials and resources/or children's work.

Parents' right to withdraw a child from RSE

- According to Section 405 of the Education Act (1996), parents have the right to withdraw their child from sex education within the RSE curriculum, other than sex education in the National

Curriculum as part of Science (i.e. – the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science).

- Parents have the right to teach sex education themselves in a way which is consistent with their values
- The Headteacher will ask parent(s)/carer(s), in writing, to indicate their reasons for withdrawal, so that any misunderstandings about the nature of the sex education provided by the school can be resolved (See Appendix 2)
- Governors have discretion considering and deciding upon such requests for withdrawal. Governors will need to consider the implications of withdrawal for an individual pupil and for the school, in terms of their obligation to ensure a balanced and relevant curriculum for all pupils.

Community

- In enlisting the support of parents, it is often very helpful to utilise outside agencies – such as health visitors, school nurse – to deliver bespoke training for staff, students and parents on key issues, i.e. – sexual exploitation, FGM, trafficking, healthy and abusive relationships.

Section 5 - Curriculum

There are four major sites where RSE may be delivered:

- **The formal curriculum** i.e. the planned programme of learning activities which are expressed through the school's timetable.

Within this context, RSE may be taught:

- within one subject area e.g. science, physical education or R.E
 - a cross-curricular element within the PSD curriculum
 - as an element within many or all subject areas.
- **The informal curriculum** "It is impossible to avoid the chance of informal discussion on the topic of sex and when such spontaneous discussion arises it should be treated in a way which encourages pupils to have regard for moral considerations and the value of family life".
 - **The hidden curriculum** i.e. "all the pupils learn in the school which is not intentionally taught or communicated by the teachers and the school system. (Hargreaves 1982).

Whilst at school pupils, through their daily interaction with peers and adults, are likely to be exposed to both hidden and explicit messages about sexuality. Beyond the school gates, such messages may be received from a wide range of sources.

The hidden curriculum transmits messages about personal worth, position and status which are likely to influence the healthy development of the pupils. Even the most carefully planned curriculum will be undermined if it is delivered in an unsupportive environment giving conflicting messages.

- **The extended curriculum** i.e. those activities that are offered outside school hours to extend and enrich the pupil's learning experience. Through residential and work experience, clubs and societies, holidays and visits pupils will be influenced by those they meet.

Our PSD curriculum (**appendix 1**) is designed to ensure pupils receive age-appropriate RSE, building knowledge and life skills over time in a way that prepares our students for adult life and provides guidance in the following areas:

- different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;

- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent and how to recognise unhealthy relationships;
- how to identify what constitutes sexual harassment and empower students to know what to do if they wish to raise a concern about inappropriate behaviour towards themselves or a friend / peer in school or the community;
- how relationships may affect health and well-being, including mental health;
- healthy relationships on-line;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

Section 6 - Special Educational Needs

- Pupils identified as having special needs are often the most vulnerable members of society, who have a range of educational needs, abilities and personal and social characteristics which have direct implications on the management and organisation of the delivery of RSE.
- A variety of approaches to teach RSE should emphasise:
 - an awareness of self and others
 - developing a positive image
 - the ability to make informed decisions.
- There are now many RSE resources specifically designed for children with physical, emotional and learning difficulties.
- Key aspects of the PSD curriculum are delivered by our SEND team at a level accessible and appropriate to the needs of our more vulnerable SEND pupils.
- As outlined in 'Keeping Children Safe in Education (September 2018), the pastoral team have increased mentoring and support opportunities for pupils with SEND as national data indicates this cohort face higher risk of peer group isolation and bullying, potentially linked to sexuality and orientation.

Section 7 – Equal Opportunities

- Today children are being bombarded with conflicting messages leading to confusion and uncertainty about their future roles. RSE should offer pupils the opportunity to explore attitudes and values relating to gender roles and stereotyping and to the concepts of femininity and masculinity. However, the school will endeavour to deal with this issue sensitively given the diverse nature of religious and ethnic backgrounds in the school.
- RSE needs to counterpart the influences of society, especially elements of the media i.e. videos and magazines which portray women as objects or in a negative and submissive role and men as aggressive and dominant. However, the school will endeavour to deal with this issue sensitively given the diverse nature of religious and ethnic backgrounds in the school.
- Teachers and parents should be aware that many young people experience a decline in self-worth during adolescence but young women often have a lower level of self-esteem than young men. This places them at a disadvantage especially in dealing with relationships and in making decisions that affect their lives.
- Throughout the PSD programme activities are incorporated to build up of self-esteem and empower young women with assertiveness and decision-making skills which will enable them to:
 - resist emotional pressure that could put them into vulnerable or explosive situations;
 - resolve day-to-day pressures, concerns and conflicts.
- Teachers are encouraged to use language with care ensuring that they avoid sexist and heterosexual terms and images so that they include the widest range of people in their

presentation and discussion, i.e. Doctors are not always “he”, partners are not always of the opposite sex, families are not always presented as “male plus a female” with children.

- We recognise and embrace our responsibility, under the 2010 Equality Act, to ensure teaching is accessible to all children and young people including those who are lesbian, gay, bisexual and transgender. Our provision fosters good relations between all pupils, tackles all types of prejudice – including homophobia – and promotes a culture of respect for all.
- The PSD and wider school curriculum promotes all types of relationships and families to encourage pupils to recognise the rights, for example, same sex relationships and families.
- Wider whole school support provides appropriate guidance to pupils on issues related to sexuality and sexual orientation. Pupils and their families are signposted to access additional external support as required.
- The school actively challenges all forms of discrimination based on sexual orientation, race, religious belief and disability.
- All sexual health information is fully inclusive and includes LGBT people in case studies, scenarios and role-plays throughout the curriculum, notably in PSD.
- Staff training is provided on LGBT issues to empower staff to confidently engage with pupils in meaningful conversations around the issue of sexual orientation, with specific focus on the use of inclusive language to reflect the diverse nature of pupils in the school.

Section 8 – Child Sexual Exploitation (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE doesn't always involve physical contact and can happen on-line involving the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- As children aged 12-15 years of age, particularly girls, are most at risk of CSE, our annual and mid-year refresher safeguarding training provides all staff with an extensive list of common signs which can assist professionals in identifying young people who may be victims of sexual exploitation. This training encourages all members of staff to exercise professional curiosity in their day to day work and reinforces the links between sexual exploitation and other crimes including child trafficking, domestic abuse, gang-related and county lines activities, modern slavery and immigration-related offences.
- As outlined in updated CSE guidance (DFE-February 2017), we acknowledge that children can be both experiencing CSE and perpetrating it at the same time. Examples might include a child who is forced to take part in the exploitation of another child under duress, or a child who is forced to introduce other children to their abuser under threats to their family's safety. Under such circumstances we will follow guidance outlined in 'Working Together to Safeguard Children' (April 2018) to provide necessary support to address the factors that have contributed to this form of criminal behaviour.
- As part of the PSD and wider school curriculum, pupils are taught that consent is central to learning about healthy, equal and safe relationships. The 2013 Office of the Children's Commissioner Report concluded that young people 'do not always recognise non-consensual sexual situations including rape'. As a result, our provision endeavours to address gender-based and power inequalities and how these can lead to coercion and sexual violence.

- As part of our provision students are actively encouraged to identify behaviour in a relationship which is positive and supportive and that which is controlling and exploitative. This is part of a wider programme to educate all pupils about the nature and risk of CSE, how to access relevant support and empower them with the appropriate knowledge and skills to make safe lifestyle choices. The model below outlines the methodology used as part of the wider and PSD curriculum:

Models of Sexual Exploitation

Inappropriate relationship	Boyfriend	Organised Crime
<ul style="list-style-type: none"> • One Abuser • Power and control • Physical, emotional, financial • Believe abuser is offering genuine relationship • Often significant age gap 	<ul style="list-style-type: none"> • Initially, one abuser, grooming and gaining trust • Apparently consensual sexual relationship starts • Relationship becomes abusive • Victim threatened with violence and forced to engage in sexual activity with others • Growth in peer exploitation 	<ul style="list-style-type: none"> • Involving criminal gangs trafficking victims around the UK and the world • Established networks across the UK to move victims from location to location • Forced or coerced into sexual activity with multiple partners • Involves the buying and selling of young people

- We acknowledge that parents and carers have a critical role to play in helping to protect children from CSE. Through information on our website, literature shared at parents evening and meetings with members of the safeguarding team, we endeavour to ensure parents/carers understand the risks of both online and offline CSE, the potential indicators of CSE and know where and how to access support. Through multi-agency work we will endeavour to provide support that is tailored to the specific circumstances and needs, for example, support that recognises their culture or faith.

Section 9 – Sexual Violence and harassment

Definitions

- When referring to sexual violence, the policy refers to sexual offences under the Sexual Offences Act (2003). In addition to definitions on rape and assault by penetration, the Act refers to ‘sexual assault’ as when a ‘person intentionally touches another person without their consent’. Under this guidance consent means that a person has the ‘freedom and capacity to make a choice’.
- Updated DFE guidance (May 2018) defines sexual harassment as ‘unwanted conduct of a sexual nature’ that can occur online or offline. Sexual harassment is likely to ‘violate a child’s dignity, and/or make them feel intimidated, degraded and/or create a hostile, offensive and sexualised environment’. Sexual harassment can include:
 - Sexual comments, such as: telling stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
 - Sexual ‘jokes’ or taunting;
 - Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (which may cross a line into sexual violence) and displaying pictures, photographs or drawings of a sexual nature;
 - Online sexual harassment, which might include: non-consensual sharing of sexual images and videos; inappropriate sexual comments on social media; exploitation; coercion and threats.
- We are committed to ensuring the school is a safe place for all pupils and systematically address the issue of violent behaviour or harassment in school and our community. As outlined in updated DFE guidance (May 2018), we recognise that sexual violence and harassment can occur between

children of any sex. It can also occur through a group of children sexually assaulting a single child or group of children.

- We recognise that children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.
- Harmful sexual behaviours are considered as part of our child protection procedures. When considering harmful sexual behaviours, our safeguarding team make judgements on a case by case basis and take into account the ages and stages of development of any children involved. For example, we would consider sexual behaviour between children to be potentially harmful if one of the children is much older, particularly if there is more than two years difference in age. Our safeguarding team has been trained to use the Brook Sexual Behaviour Traffic Light Tool to help assess the nature and response required in such cases. However, some situations are statutorily clear:
 - A child under the age of 13 can never consent to any sexual activity;
 - The age of consent is 16;
 - Sexual intercourse without consent is rape; and
 - Creating and sharing sexual photos and videos of under-18s is illegal (i.e. – sexting), including children making and sharing sexual images and videos of themselves
- As outlined in our Child Protection policy, we follow the guidance in 'Working Together to Safeguard Children' (April 2018). In cases of actual or suspected sexual violence, if a pupil has been harmed, is in immediate danger, or is at risk of harm we will refer immediately to Children's Social Care. All reports of a rape, assault by penetration or sexual assault will be reported directly to the police.
- As outlined in updated DFE guidance (May 2018), there may be reports where an alleged incident (violence or harassment) is between two students attending Hillcrest School but is alleged to have taken place away from the school premise. The same principles and procedures outlined above will apply to such circumstances and a risk assessment will be undertaken by the DSL to take into account the needs of the victim, alleged perpetrator(s) and other pupils in the school.
- All reported incidents will be taken seriously and dealt with sensitively by the school. During a disclosure of alleged sexual violence or harassment, the victim may ask for the school not to tell anyone about the incident. If the victim does not give consent to share this information, the safeguarding team may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm. The DSL will usually contact parents or carers unless this would put the victim at greater risk.
- As outlined in updated DFE guidance (May 2018), the DSL will not wait for the start or outcome of a Children's Social Care investigation before protecting the victim or other pupils in the school. As with cases of alleged and proved cases of sexual violence, the wishes and needs of the victim and how they want to proceed will be at the forefront of any interventions taken by the school. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered internally and externally.
- In some cases of sexual harassment, for example one-off incidents, the safeguarding team may take the view that the pupils concerned are not in need of external early help or statutory intervention as it is more appropriate for the incident to be handled internally in line with our Behaviour, Equality and Diversity and Anti-Bullying policies. Internal early help interventions can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- As outlined in the 2010 Equality Act and updated DFE guidance (May 2018) support will be given to the victim in these situations as evidence shows that young people who have experienced

sexual violence or harassment, as well as being discriminated against by the perpetrator(s), are likely to have their equality of opportunity adversely affected by the impact on their education.

- We will endeavour to provide support to victims and perpetrators of sexual violence and harassment and their families as necessary. As outlined in 'Working Together to Safeguard Children' (April 2018) our multi-agency work is crucial to signpost victims and perpetrators to local and national specialist support, including organisations such as the NSPCC, Rape Crisis and The Survivors Trust.
- If a pupil in school is convicted or receives a caution for a sexual offence, the DSL will update the risk assessment and ensure reasonable protections are in place for the victim, perpetrator and other pupils in the school. If the perpetrator remains in school, the Headteacher/DSL may consider imposing restrictions that are reasonable and proportionate with regard to their timetable. If a not guilty verdict is delivered or a decision is made by the police not to progress with the case, the school will discuss any decisions with the victim and perpetrator continue to offer support.
- If the victim moves to another educational institution, the DSL will make this institution aware of any on-going support needs or interventions in school or the community, as well as transferring any relevant child protection information. The same will apply to the alleged or proved perpetrators of sexual violence or harassment in the event of moving to another educational establishment.
- As part of our PSD curriculum external visitors deliver bespoke sessions to pupils to consider the importance of equality and respect within relationships, challenging gender stereotypes and introducing positive and diverse perspectives on gender roles, hopes and aspirations. Our curriculum reinforces the message that sexual violence and harassment can occur online and offline (both physical and verbal), is never acceptable and is not an inevitable part of growing up. For example, we challenge behaviours, which are potentially criminal in nature, such as grabbing breasts, bottoms and genitalia.
- Clear guidance is given to students, in all year groups, through the wider curriculum about the nature of violent and abusive relationships, as outlined below:

Emotional Abuse	Physical Abuse
<ul style="list-style-type: none"> • Constant insults and name calling • Isolation from friends and family • Controlling what someone wears or where they go • Checking up on partners all the time, i.e. – checking phone, emails, social media • Making the person feel responsible for the abuse 	<ul style="list-style-type: none"> • Hitting, punching, pushing, biting, kicking, using weapons, etc
Sexual Abuse	Financial Abuse
<ul style="list-style-type: none"> • Forcing someone to have sex • Unwanted kissing or touching • Being made to watch pornography against your will • Pressure to not use contraception 	<ul style="list-style-type: none"> • Taking / controlling money • Forcing people to buy them things • Forcing partners to work or not to work

- It is important to remember that some students may have witnessed violence in their homes, and may see this as normal behaviour. Through PSD and our wider support systems we feel confident in our ability to systematically and sympathetically demonstrate that violence and exploitation is always wrong and that no one is ever responsible for the violence or exploitation they experience.

Section 10 – Peer-on-Peer Abuse

- In March 2013, the definition of domestic violence was revised to include young people between 16 and 18. 'Keeping Children Safe in Education' (September 2018) makes it clear that peer-on-peer abuse, including bullying, physical abuse, sexual violence and harassment, sexting and

initiation ceremonies, will never be tolerated or passed off as 'banter' or 'part of growing up'. Our curriculum is geared to ensure students are aware that abuse and exploitation can happen in relationships between young people.

- The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. In some cases, such activity can essentially be information gathering and experience testing.
- Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage.
- If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. However, abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base, will be referred to the police for further guidance.

Section 10 – Pornography

- Our PSD and wider curriculum explicitly reinforces that message that pornography is not the best way to learn about sex because it does not reflect real life, and can therefore be worrying, confusing or frightening for young people.
- We reinforce the message that some pornography, i.e. child abuse images, are illegal at any age.
- When addressing the issue of pornography, we endeavour to focus on negotiation and assertiveness skills, the importance of communication in relationships and analysing the stereotyping in media images. We also focus on the role of peer influence in young people's lives, the importance of not pressurising or coercing a partner to look at pornography or imitate behaviours in it, and the skills required to resist unwanted pressure.

Section 11 – Sexting

- 'Sexting' is a term used by adults, referring to sexual content and images sent by any form a digital device. Young people may use their own terms, including 'selfies', 'nudes' or 'fanpics'.
- Young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. As part of our wider e-safety provision in school, we actively encourage students to think about they want others to know and see about them – whether on or offline.
- E-safety is a key aspect of the new computing curriculum. Although it does not focus explicitly on the relationships aspects of e-safety, the ICT department links with our PSD co-ordinator to ensure there is no unhelpful duplication or contradictory messages.
- Our PSD and wider curriculum covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. We explicitly reinforce the message that it is illegal to produce, possess and distribute an indecent image of a person under the age of 18 – even if it is a picture of themselves.

- Our safeguarding team will contact parents / carers if we feel that any child is putting themselves in a vulnerable position in the ways outlined above and will refer to Children's Social Care and the police as outlined in DFE guidance. We have clear procedures in place for securing relevant information from devices (see Child Protection and Online Safety policies)

Section 12 – Forced Marriage

- Updated definition of Forced Marriage – 'A marriage conducted without the valid consent of one or both parties and where duress is a factor'. As opposed to an 'Arranged Marriage' in which both parties agree and give consent to a marriage agreed by family or community members. It is also important to note that no religion endorses Forced Marriage.
- Forced Marriage is defined as a form of 'Honour Based Violence' and if a young person is forced into marriage under the age of 16, this is now a form of child abuse. In addition to the 2007 Forced Marriage Act, the Anti-social Behaviour, Crime and Policing Act (2014) states forcing a person to marry against their will is a criminal offence that can result in a prison sentence up to seven years. It is a criminal offence for a person to use violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage without their free and full consent.
- Pupils are made aware of their rights to choose their partner as part of our work on healthy relationships throughout the curriculum.
- Pupils are made aware of the signs to watch out for, within their own families and communities, to empower them to be in a position to express their concerns to friends, teachers, police and the Forced Marriage Unit. These signs include;
 - Physical pressure, i.e. – young girl is locked up at home or beaten until she agrees
 - Emotional pressure, i.e. – young person will let the family down if she does not consent
 - Financial pressure, i.e. – involves exchange of land, money, property as part of the arrangement
 - Sexual pressure, i.e. – young girl has been raped and then forced to marry as she is no longer pure
 - Family pressure, i.e. – sent abroad to marry as part of arrangement for an overseas family member to secure UK citizenship

Section 13 – Sexual Identity and Sexual Orientation

- We are committed to ensuring that students, whatever their developing sexuality, feel our RSE provision is relevant to them and sensitive to their needs.
- Staff training will ensure teachers are able to deal honestly and sensitively with sexual orientation, answering questions appropriately and signposting support as necessary. There is no direct promotion of sexual orientation in our curriculum.
- Same-sex marriages and civil partnerships will be equally discussed as part of curriculum coverage on marriage and relationships.
- Governors, teachers and non-teaching staff, parents and students, are free to hold their own religious and philosophical views about the marriage of same-sex couples, families and adoption. However, stakeholders are not allowed to publicly express these views (verbally or written) to the detriment of LGBT pupils, staff, parents or community organisations.
- Our Anti-Bullying and Equality and Diversity policies outline the strategies that will be implemented if a pupil experiences any form of homophobic bullying or sexual harassment linked to their identity and orientation.
- We will ensure appropriate external agency support is accessed if a pupil requests any specific guidance about their sexual identity or orientation.

Section 14 – Sexual Health and Contraception

- Our Science and PSD curriculum provides students with knowledge about different types of contraceptives.
- Pupils can access full information about different types of contraceptives, including emergency contraceptives, from our School Nurse and Senior Learning Mentor, who can provide additional guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.
- As part of our CPD programme, staff participate in specific training sessions around sexual health and contraception, ensuring they are effectively informed and able to provide accurate and sensitive information to pupils in the classroom environment.
- We also provide information about the different Sexually Transmitted Diseases (STD) including HIV and the agencies involved in the treatment of these diseases. The weekly School Nurse Service drop-in sessions provide support and access to testing for several sexually transmitted diseases.
- We actively encourage the development of a sense of personal responsibility and responsibility for the well-being of partners.

Section 15 – Teenage Pregnancy

- It is hoped that the following procedure will ensure that pupils who are in difficulty know that they can talk to an adult in the school and that they will be supported.
- Professional information and guidance will always be sought from a health professional. The school will encourage the student to talk to their parents/carers first if they believe that they may be pregnant.
- Pupils will be asked if they wish to tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place, then subsequent responsibility will then lie with the parent(s)/carer(s).
- If pupil refuses to tell their parent(s)/carers(s), the school will contact parent(s)/carer(s) unless the DSL feels this may put the pupil at significant risk of harm by their family. A referral will then be made to the Teenage Pregnancy Team by the DSL. The Teenage Pregnancy Team will then contact the parent(s)/carer(s) and liaise with the school to ensure relevant risk assessments are completed.

Section 16 – Abortion

- There are strongly held views and religious beliefs about abortion. Our PSD curriculum enables pupils to consider the moral and cultural dilemmas involved in this issue. Teaching encourages pupils to explore the dilemmas, enabling them to know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals.

Section 17– Puberty and Menstruation

- Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. Our PSD and Science curriculum provides pupils with information on preparation for menstruation and our Learning Mentor responds sensitively to requests for sanitary protection.

Section 18 – Additional Support

- Pupils at the Hillcrest School can access support on RSE matters from Mary Bunce and the fortnightly health drop-in sessions organised by the School Nurse Service. Pupils can also access further information from the School Nurse Text Service. The Safeguarding Team can make referrals can be made to the Teenage Pregnancy Project and other sexual health agencies in the community.

Section 19 – Procedures

- Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so.
- It is desirable, although not always possible, that that person should be their parent or carer.
- The law allows health professionals to see and treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
- However, there will be cases where a teacher learns from another under-16 year old that they are having sexual intercourse. In these circumstances, schools must ensure that:
 - wherever possible, the young person is persuaded to talk to their parent or carer;
 - any child protection issues are addressed;
 - the child is adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Section 20 - Confidentiality

- Teachers and visitors cannot offer or guarantee absolute confidentiality; it is our responsibility to ensure that pupils are aware of this. However, we must reassure students that their best interests will be maintained.
- If confidentiality has to be broken, students will be informed first and supported as appropriate.
- Unless it puts the pupil at risk of harm, members of our safeguarding team will encourage students to talk to their parents or carers and give them support to do so if necessary.
- If there is any possibility of abuse, child protection procedures will be followed.
- Pupils will be informed of sources of confidential help, for example, the school nurse, One-Stop-Shop, local chemists, Women’s Aid
- Health professional are bound by professional codes of conduct to maintain confidentiality.
- Health professional, such as School Nurses can:
 - give advice one-to-one or information to a pupil on a health-related matter including contraception.
 - exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.
- We also provide information about the different Sexually Transmitted Diseases (STD) including HIV and the agencies involved in the treatment of these diseases.
- We actively encourage the development of a sense of personal responsibility and responsibility for the well-being of partners.
- The fortnightly School Nurse Service drop-in sessions provide support and access to contraceptives and testing for several sexually transmitted diseases.

Section 21 – Review

Reviewed and updated by Steven Connor-Hemming (June 2018)

Review Date – June 2019

Appendix 1 - Year 7 PSD Overview 2017-19

PSD Day 1 – Staying Safe				
Session 1 – Risk Assessments	Session 2 – Alcohol	Session 3 – Extremism	Session 4 – Smoking	Session 5 – Road Safety
<u>Focus</u> Health and safety in school Health and safety in community	<u>Focus</u> Health risks with alcohol Under-age drinking Impact on mental health	<u>Focus</u> What is Extremism? Types of Extremist groups Extremist methods / resources	<u>Focus</u> Health risks with smoking Advertising Financial implications	<u>Focus</u> Risks on the road Safety measures Community responsibility

PSD Day 2 – On-line safety and Cyber-Bullying				
Session 1 – Healthy relationships	Session 2 – Causes and results of online bullying	Session 3 – Internet Safety	Session 4 – On-line safety and the Law	Session 5 – How to create safe on-line profiles
<u>Focus</u> What is a healthy relationship? How are they developed? What are they like on-line?	<u>Focus</u> Types of on-line bullying Impact on mental health How to report on-line bullying	<u>Focus</u> Risky behaviours on-line Strategies to keep safe on-line Safety support resources On-line grooming / CSE links	<u>Focus</u> Responsible on-line behaviours Legal implications Impact of inappropriate actions On-line grooming/CSE links	<u>Focus</u> Different types of social media Dangers sharing personal info. Safe and secure profiles

PSD Day 3 – Economic Well-Being				
Session 1 – Impact of money	Session 2 – Poverty debt	Session 3 – Budgeting	Session 4 – Employment	Session 5 – Case Study
<u>Focus</u> Impact of money on our physical and emotional needs and wants	<u>Focus</u> Causes of debt Impact on emotional well-being Support available	<u>Focus</u> Real life budgeting scenarios Importance of saving money Managing money	<u>Focus</u> Local jobs market information Importance / benefits of work Employability skills	<u>Focus</u> Types of jobs in technological and digital markers. Employability skills

PSD Day 4 – Healthy Relationships				
Session 1 – Types of relationships	Session 2 – Exploitative relationships	Session 3 – How to protect against unhealthy relationship	Session 4 – On-line relationships	Session 5 – Posting Images On-line
<u>Focus</u> Family dynamics / friendships Marriage / Civil partnerships LGBT relationships Peer on peer relationships	<u>Focus</u> Types and examples of exploitation, i.e. – physical, emotional, financial, sexual. Links to grooming / CSE	<u>Focus</u> Forced Marriage Rights in arranged marriages Relationship rights / responsibilities	<u>Focus</u> False on-line identities Risks meeting people in person Manipulation of social media	<u>Focus</u> Sexting Pressure used to coerce Legal implications

PSD Day 5 – Democracy and Citizenship				
Session 1 – UK Parliament	Session 2 – Role of MPs	Session 3 – Current political issues	Session 4 – British Values	Session 5 – The rule of Law
<u>Focus</u> Role of Commons and Lords What happens in elections?	<u>Focus</u> What does MP do in Parliament? How are Laws passed by MPs?	<u>Focus</u> Poverty, Extremism / Radicalisation, Education, Health, Policing, CSE	<u>Focus</u> Importance of democracy Extremist threats to democracy	<u>Focus</u> Role and importance of policing Role of the courts / punishment

PSD Day 6 – Conflict Resolution				
Session 1 – What is friendship	Session 2 – Conflict Situations	Session 3 – Respectful behaviour	Session 4 – Conflict Resolution	Session 5 – Diverse Community
<u>Focus</u> What would a friend do in different safeguarding scenarios?	<u>Focus</u> Local and global conflicts Conflict in relationships, i.e. – reference to peer on peer, exploitation, grooming, domestic violence	<u>Focus</u> Importance of cultural / ethnic identities and relationships. Homophobic behaviour	<u>Focus</u> Focus on responses to terror attacks in Manchester/London and Finsbury mosque – focus on Jo Cox	<u>Focus</u> EDL threat to community cohesion Role of ISIS sympathisers in the UK Impact of terrorism in UK/globally

Year 8 PSD Overview 2017-19

PSD Day 1 – Human Rights and Responsibilities (British Values)				
Session 1 – Roles and Responsibilities in society	Session 2 – UN Charter on Human Rights	Session 3 – Discrimination	Session 4 – The Law	Session 5 – Sustainability
<u>Focus</u> How to establish a society with clear laws, rules, roles and responsibilities	<u>Focus</u> How does UN Charter protect human rights i.e.- racism, homophobia, hate crime, Islamophobia, gender, age	<u>Focus</u> Forms of discrimination The law and discrimination Impact on society and values	<u>Focus</u> How and why does the law protect human rights and liberties?	<u>Focus</u> How do we find sustainable solutions to global issues?

PSD Day 2 – Health Day (delivered by professionals)				
Session 1 – Sexual Health	Session 2 – Physical Activity	Session 3 – Contraception	Session 4 – Healthy Body	Session 5 – FGM
<u>Focus</u> Dangers of sexting Under-age sexual relationships Grooming and sexual exploitation	<u>Focus</u> Healthy and balanced diets Physical exercise Weight	<u>Focus</u> Types of contraceptives How to use contraceptives Importance of using contraceptives	<u>Focus</u> How does the body develop? Puberty and menstruation cycle Development milestones	<u>Focus</u> What is FGM? Why does it happen? What to do if worried about risk?

PSD Day 3 – The Law and British Values				
Session 1 – Decision Making	Session 2 – Terrorism / Extremism	Session 3 – Anti-Social Behaviour	Session 4 – Islamic Extremism	Session 5 – English Defence League
<u>Focus</u> What factors can influence decision that result in inappropriate behaviour?	<u>Focus</u> Case studies of young people recruited to join extremist organisations	<u>Focus</u> Gang culture Youth violence Human trafficking linked to gangs	<u>Focus</u> Recruitment methods Examples of actions Use of social media to promote beliefs	<u>Focus</u> Recruitment methods Examples of actions Use of social media to promote beliefs

PSD Day 4 – Mental Health and Emotional Well-Being				
Session 1 – What is mental health?	Session 2 – Anxiety disorders	Session 3 – Addictions	Session 4 – Eating Disorders	Session 5 – Self-Harming
<u>Focus</u> Spectrum of mental health issues Signs and symptoms Myth-busting and young people issues	<u>Focus</u> Why do people become anxious? How is it displayed? Impact of social media / advertising Support available in community	<u>Focus</u> What is an addiction? Addictions linked to mental health? Addictions to mobile phones – impact on emotional development	<u>Focus</u> Binge eating, anorexia and bulimia Impact of social media / advertising Emotional impact on mental health Support available in community	<u>Focus</u> Forms of self-harm Reasons for self-harm Impact on mental health Support available in community

PSD Day 5 – Careers and Work Related Learning				
Session 1 – The local economy	Session 2 – Career Stereotypes	Session 3 – Employability Skills	Session 4 – Job Advertisements	Session 5 – Case Study: NHS
<u>Focus</u> Types of jobs and career opportunities in local businesses, i.e. - ISHIDA	<u>Focus</u> Challenging traditional role of women in the workplace by meeting female staff from ISHIDA / Apprenticeships	<u>Focus</u> What makes a good CV? Importance of CV? What do employers want evidence of?	<u>Focus</u> What information do they contain? What skills do different types of jobs require?	<u>Focus</u> Careers in the NHS Qualifications required Skill development

PSD Day 6 – Healthy Relationships				
Session 1 – Trust in relationships	Session 2 – Good & bad relationships	Session 3 – Violent relationships	Session 4 – Forced Marriage	Session 5 – Sexuality and orientation
<u>Focus</u> Loudmouth Theatre Company focus on abusive teenage relationships and roles / responsibilities in relationships	<u>Focus</u> What types of behaviour are associated these relationships? What impact can these relationships have on mental health? Sexual harassment	<u>Focus</u> Peer on peer abuse Female abuse towards males Domestic violence / CSE / grooming	<u>Focus</u> Definition / difference from arranged Reasons for forced marriage Support against forced marriages	<u>Focus</u> Development of LGBT rights Civil Partnerships Same-sex relationships / families

Year 9 PSD Overview 2017-19

PSD Day 1 – National Generation Enterprise Awards

Students work in groups to identify an issue affecting young people in the local community, set up their own business and develop / deliver a presentation on how they would tackle this issue in the city.
Issues cover – Poverty / Food banks, Youth gang violence, Extremist behaviour, Anti-social behaviour, Sexual Exploitation

PSD Day 2 – Extremist Radicalisation

Session 1 – Inappropriate use of technology	Session 2 – Technology as a recruitment tool	Session 3 – The media	Session 4 – Brexit and the EDL	Session 5 – ISIL
<u>Focus</u> Who is stereotypical on-line groomer? What methods used to befriend?	<u>Focus</u> How are extremist groups using social media networks to recruit and indoctrinate?	<u>Focus</u> How do the media help to create 'stereotypical' views of people associated with extremist groups?	<u>Focus</u> Why did UK vote to leave EU? How has this added to tension in UK? How have EDL used this to promote their beliefs and ideology?	<u>Focus</u> Why have young people joined? What has life been like after joining? How is the reality different from the myth promoted by ISIL?

PSD Day 3 – Drugs Awareness

Session 1 – What is an addiction?	Session 2 – Drugs Classification	Session 3 – Drugs and the Law	Session 4 – Drugs and Gangs	Session 5 – Support
<u>Focus</u> Why do people take drugs? How / why become addicted? Which drugs are most addictive?	<u>Focus</u> How / why drugs classified? Overview of impact on human body Overview of impact on mental health	<u>Focus</u> What are the legal implications of producing, selling and possessing certain drugs?	<u>Focus</u> How have drugs contributed to the development of gang culture and youth violence? How have young people been drawn into this?	<u>Focus</u> What types of support can people get? What support in Birmingham? What support on-line?

PSD Day 4 – Relationships and Sexual Health

Session 1 – Sexual Relationships	Session 2 – Equality in relationships	Session 3 – Pornography	Session 4 – Sexually Transmitted Infections	Session 5 – Contraception
<u>Focus</u> Presentation by Loudmouth theatre company on the issue of consent in heterosexual and homosexual relationships / sexual harassment	<u>Focus</u> Why is it important for partners in all forms of relationships (heterosexual, homosexual, Lesbian and Trans-gender) to have equal rights?	<u>Focus</u> Links with sexting Use of force / sexual exploitation Grooming / Role of social media Legal implications of taking, possessing and sharing such images	<u>Focus</u> Effects of different STIs on body	<u>Focus</u> Revisit types from Year 8 How to access contraceptives How to use different forms Myths around taking the pill Natural contraceptives

PSD Day 5 – Financial Management

Session 1 – How do people get access to money?	Session 2 – Controlling finances	Session 3 – Debt management	Session 4 – Media	Session 5 – University life
<u>Focus</u> What types of benefits do people get? Where can people loan money from? How do people use HP and credit?	<u>Focus</u> What expenses do adults face? What things will you need to pay when living on your own? What are current levels of taxation and NI?	<u>Focus</u> How / why do people get into debt? Risks associated with HP / Credit cards What support is available if in debt?	<u>Focus</u> How can the media encourage people to get into debt?	<u>Focus</u> Why do people go to University? What costs will students incur? What do students have to do to manage finances?

PSD Day 6 – On-line safety

Session 1 – Digital Footprints	Session 2 – Images On-line	Session 3 – On-line friendships	Session 4 – Anti-social behaviour	Session 5 – How does social media influence our behaviour?
<u>Focus</u> What happens to any information people post about themselves on-line? Who can access it and how?	<u>Focus</u> Revenge porn and the legal implications of generating, possessing, posting and sharing inappropriate images on-line.	<u>Focus</u> Case studies of young people sexually groomed and victims of human trafficking as a result of building relationships on-line	<u>Focus</u> Risks of accounts being hacked New trend of trolling / on-line stalking Discrimination through social media Identity theft and fraud	<u>Focus</u> Impact on our personal identity, i.e. – health, fashion, careers, values, behaviour, diet, political views, etc

Year 10 PSD Overview 2017-19

PSD Day 1 – Crime and Punishment (British Values)

Session 1 – Gang Culture	Session 2 – Youth Violence	Session 3 – Knife Crime	Session 4 – Organised Crime	Session 5 – Courts and the Law
<u>Focus</u> How / why do people join gangs? Risks and dangers of gang membership Impact on communities	<u>Focus</u> Examples of youth violence Reasons for increase in violence Links with organised criminal activity	<u>Focus</u> Why do people carry knives? What are the dangers and risk? What are the human consequences?	<u>Focus</u> Human trafficking Child Sexual Exploitation Prostitution	<u>Focus</u> What happened in juvenile courts? What types of sentences can be issued to young people for criminal actions?

PSD Day 2 – BAIT – Child Sexual Exploitation

Session 1 – Risks of exploitation	Session 2 – Grooming	Session 3 – Teenage relationships	Session 4 – Consent in relationships	Session 5 – Human Trafficking
<u>Focus</u> How can young people be sexually, physically and emotionally exploited in relationships?	<u>Focus</u> How can young people be groomed on-line and in physical relationships? Recognising sexual harassment	<u>Focus</u> How can people be abused? Why does abuse happen in teenage relationships? Is it different from older relationships?	<u>Focus</u> Why is consent important? How does it keep people safe? Different types of consent	<u>Focus</u> What is human trafficking? How do people become victims? What can their lives be like? How is it linked to exploitation?

PSD Day 3 – Human Rights and Responsibilities (Relationships)

Session 1 – Definitions	Session 2 – The media	Session 3 – Abortion	Session 4 – Forced Marriage	Session 5 – Honour-based violence
<u>Focus</u> What are the key rights and responsibilities in different types of relationships?	<u>Focus</u> How does the media portray rights and responsibilities in different types of relationships?	<u>Focus</u> Religious and moral interpretations Physical procedure Short and long term effects on body	<u>Focus</u> What are rights / responsibilities in marriage? How are 'forced marriages' an infringement on rights? Support?	<u>Focus</u> Why is HBV carried out? Local examples of HBV and support What are people's rights against HBV?

PSD Day 4 – Emotional Resilience

Session 1 – Resilience	Session 2 – Stress	Session 3 – Self-harming	Session 4 – The media	Session 5 – Resilience strategies
<u>Focus</u> What factors affect our resilience? How can we make ourselves more resilient?	<u>Focus</u> Why do young people become stressed? What role does school, family, health, exercise, diet, relations, social media have on stress levels?	<u>Focus</u> What factors may contribute to someone self-harming? What impact can repeated self-harming have on physical/emotional development?	<u>Focus</u> How is mental health portrayed in the media? (Positive and negative) What do the government need to do to tackle youth mental health?	<u>Focus</u> Examples of different types of strategies young people can use to increase levels of resilience

PSD Day 5 – Drugs Education

Session 1 – Effects of drugs	Session 2 – Cannabis and the Law	Session 3 – Effects of Cannabis	Session 4 – Effects of Legal Highs	Session 5 – Effects of Cocaine/Heroin
<u>Focus</u> Loudmouth Theatre Company performance on 'Working for Marcus' to show how easy it is for young people to be dragged into drugs world	<u>Focus</u> What does the law say about the selling, possession and use of cannabis?	<u>Focus</u> What impact does the regular use of cannabis have on people physically and emotionally?	<u>Focus</u> What are legal highs? What impact on body? What does the law say about use, selling and possession?	<u>Focus</u> Why do people use these drug? What impact on body? What does the law say about use, selling and possession?

PSD Day 6 – Careers and Work Related Learning

Session 1 – Writing a CV	Session 2 – Interview Techniques	Session 3 – Applying for jobs	Session 4 – Local Labour markets	Session 5 – Work Experience
<u>Focus</u> What information is required? How do CVs need to adapt based on the job people apply for?	<u>Focus</u> What do employers expect? Planning prior to interview Practice on answering questions	<u>Focus</u> What makes an effective letter of application? How do letters need to be tailored to details in job adverts?	<u>Focus</u> How are job opportunities changing in Birmingham? What skills does a 21 st century workforce need?	<u>Focus</u> Planning for placements Importance of work experience How to plan / apply?

Appendix 2

September 2018

Dear Parent/Carer,

Relationship and Sex Education Programme

I am writing to you regarding the provision of Relationships and Sex Education (RSE) for Year 7 students.

We believe that promoting the health and well-being of our students is an important part of their overall education. We do this through our Personal Social Development (PSD) curriculum. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSD curriculum is to help our students make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (RSE) is an important part of the PSD curriculum. In Year 7 students will explore healthy relationships and the value of family life. Throughout Years 8-11 students will be encouraged to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibilities, sensitivity towards the needs and views of others, loyalty and fidelity. Sex education is an integral part of the discussions about all types of loving relationships. In addition, in Years 8-11 students will learn about other important issues ranging from puberty; use of contraceptives; prevention of HIV/AIDS and other sexually transmitted diseases; prevention of sexual abuse; FGM; body image; sexting and social media; pornography; and the importance of consent in all relationships. Students will be able to ask questions, which will be answered factually and in an age appropriate manner.

Right of withdrawal

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents/carers can withdraw their children from all other parts of RSE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths.

If you wish to withdraw your child from RSE provision in school please complete the attached reply slip and return it to Mrs Sheppard (Headteacher's Personal Assistant). Parents/carers are asked to indicate their reasons for withdrawal. This will allow the Headteacher to discuss the decision and address any misunderstandings you may have about the nature and deliver of RSE in school. The practical arrangements and supervision and teaching of any such students will be organised by Mrs Abbotts, Curriculum Manager for PSD.

If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. I have also enclosed a 'Frequently Asked Questions' document that may also address any questions or concerns you may have.

Yours sincerely,

Mr. S.Connor-Hemming
Deputy Headteacher

Sex and Relationships Education – Frequently Asked Questions

What are the aims of RSE in our school?

Depending on the age of the children and the lessons in their particular year group, we want RSE to:

- *Develop the confidence to talk, listen and think about their feelings and relationships*
- *Develop friendship/relationship skills*
- *Develop positive attitudes, values and self esteem*
- *Provide knowledge and understanding about puberty and the changes that will take place*
- *Provide knowledge and understanding about reproduction and sexuality*
- *Address concerns and correct misunderstanding that children may have gained from the media and peers*
- *Develop skills to help children protect themselves against unwanted sexual experience*
- *Know where and how to seek help*

Can you explain the school's RSE Morals and Values Framework?

RSE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of students, parents / carers and other members of the school community. RSE will be delivered within the school's agreed equal opportunities framework.

RSE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *Respect for self and others*
- *Commitment, trust and love within relationships*
- *Understanding diversity regarding religion, culture and sexual orientation*
- *Honesty with self and others*
- *Self-awareness*
- *Exploration of rights, duties and responsibilities*

Misunderstandings about RSE

There is sometimes concern that RSE in schools might promote sexual activity or cause confusion about an individual's sexuality. The research on quality RSE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if RSE has an effect it is a positive one: "*sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour*".

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in RSE.

Reply Slip – Relationship and Sexual Education Programme

Name of student

Form Group

I / we wish to withdraw from the Relationships and Sex Education Programme at the Hillcrest School.

Please identify reasons for decision to withdraw your child from the programme:

Signed

Date

Please return the slip to Mrs Sheppard (Headteacher’s Personal Assistant)

