

PSHE & RSE Policy

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1. Aims

LEAF Studio aims to teach Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex and Health Education (RSE) using a whole-school approach, with the aim of creating a community and environment that respects, supports and encourages each student.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- Prepare students at the school for the opportunities, responsibilities and experiences of later life.

LEAF Studio takes a comprehensive approach towards PSHE and RSE, providing a programme which offers a diligently devised Scheme of Work across all year groups, supporting the development and learning capacity of each pupil.

PSHE and RSE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our students need in order for them to grow and flourish as individuals and young members of society. Studying PSHE and RSE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at LEAF Studio supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all students.

2. Statutory RSE & Health Education

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.11.

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance page29

LEAF Studio include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our students need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our students to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

3. Safeguarding & Responsibility

PSHE and RSE work with students’ real-life experiences and it is key that both staff and students are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it

- The 'right' not to answer questions
- No personal questions to be asked by students or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both students and staff. All staff at the LEAF Studio receive comprehensive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the United Learning guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

4. Equality

The PSHE and RSE policy at LEAF Studio promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools within the Trust are free to determine how and when they teach the students about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all students are taught the LGBT content at a timely point as part of the curriculum.

At LEAF Studio, we respect the right of students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

5. SEND

LEAF Studio prides itself on its inclusive policy and how we make provision for all students' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all students.

6. Assessing

As with any learning, the assessment of students' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Students do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

7. Roles & Responsibilities:

7.1. The Academies Advisory Committee

The PSHE and RSE policy will be approved by the LEAF Studio governing body and they will hold the Principal to account for its implementation.

7.2. The Principal

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw students from non-statutory components of RSE

7.3. Staff

The staff across LEAF Studio are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents / carers wish them to be withdrawn from the non-statutory 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 Principal.

7.4. Students

There is an expectation that all students across LEAF Studio fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

7.5. Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

8. Parents Right to withdraw from RSE

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Executive Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Principal will discuss the request with the parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. Visitors

At LEAF Studio, we value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our students. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to students within the Trust.

All visitors are subject to the Trust's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The Trust also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all students and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, The Trust will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the Trust's Safeguarding Policy

10. Curriculum Design

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

11. References

The PSHE and RSE policy at LEAF Studio is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years]
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

12. Appendix 1 : Curriculum Outline

A full-scale print of this can be seen in the letter sent to parents or displayed at school.

	Lesson:	T1: Being Me in My World	T1 Topics:	T2: Celebrating Difference	T2 Topics:	T3: Dreams and Goals	T3 Topics:
Year 9	Lesson 01	Being Me in a Group	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on-child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, being fit	Equality	Protected characteristics, Equality Act, phobic and racial language, legal consequences of bullying and hate crime, racism, sexism, positive and negative language, barriers, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, Prejudice, discrimination and stereotyping	My Personal Strengths	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression
	Lesson 02	Expectations and Perceptions of Relationships		Understanding Difference		The Power of Planning	
	Lesson 03	Peer Approval		The Power of Positive Language		My Dreams for My Life	
	Lesson 04	Risks		Bullying		Mental Health and Illness	
	Lesson 05	Consent		Discrimination		Media Manipulation and Mental Health	
	Lesson 06	Assessment		Assessment		Assessment	
	Lesson:	T4: Healthy Me	T4 Topics:	T5: Relationships	T5 Topics:	T6: Changing Me	T6 Topics:
Year 9	Lesson 01	The Amazing Teenage Brain	Misconceptions about young people's health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPTs, substances and safety, sources of advice and support, mental health first aid	Equality in Relationships	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental Health and Illness	Mental health stigma, signs, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-expression, influence, body image
	Lesson 02	Protecting the Teenage Brain		Assertiveness and Saying No		Change and our Emotions	
	Lesson 03	Risk Taking and Group Behaviour		Pornography and its Impact		Better Sleep	
	Lesson 04	Life-Saving Skills		Contraception		Resilience	
	Lesson 05	Mental Health First Aid		Consequences of Unprotected Sex		Changing and Growing	
	Lesson 06	Assessment		Assessment		Assessment	
	Lesson:	T1: Being Me in My World	T1 Topics:	T2: Celebrating Difference	T2 Topics:	T3: Dreams and Goals	T3 Topics:
Year 10	Lesson 01	Liberty and Safety in My World	Human rights, school freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, managing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing sexual health, managing different types of relationships	Equality: What Does It Mean To Me in the UK?	Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, exercise control, benefits of multi-cultural societies, equality and inequality, my health	Relationships and Goals	Impact of physical and mental health in reaching goals, resilience, work-life balance, connections and impact of mental health, balanced diet, vital organs, blood cholesterol, benefits of helping others, Online profile and impact on future goals and employability
	Lesson 02	How I Feel When Things End		Equality in the Workplace		Me, My Health and My Goals	
	Lesson 03	How Social Media Effects Me, My Culture and Identity		Multicultural Society		Work / Life Balance	
	Lesson 04	Racism		Power in Relationships		A Healthy Balance	
	Lesson 05	Risk		Challenging Inequality		Health Goals and Other People	
	Lesson 06	Assessment		Assessment		Assessment	
	Lesson:	T4: Healthy Me	T4 Topics:	T5: Relationships	T5 Topics:	T6: Changing Me	T6 Topics:
Year 10	Lesson 01	My Health MOT	Improving health, mental health, sexual health, blood-borne infections, self-harm, diet and long-term health, misuse of prescription drugs, substances and the body, Common mental health disorders, positive impact of volunteering, Common risk to health including chronic diseases, Epidemics, misuse of antibiotics, organ donation, stem cells	Healthy, Long-Term Relationships	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust, Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, consent, mental health and long-term healthy relationships, exercise, abuse and the law, acceptable and unacceptable behaviours	Changing Society and Me	Impact of societal change on young people, role of media on societal change, reflection on change to be and how to manage it successfully, Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport
	Lesson 02	Extraordinary Bodies		Love and Loss		Managing Change and Decisions Making	
	Lesson 03	Extraordinary Minds		Healthy connections		Identifying Risk and Managing Personal Safety	
	Lesson 04	STIs		Can you always believe what you see?		Stereotypes and Exploring Relationships	
	Lesson 05	Better Sex		Better Together?		Physical and Emotional Changes	
	Lesson 06	Assessment		Assessment		Assessment	
	Lesson:	T1: Being Me in My World	T1 Topics:	T2: Dreams and Goals	T2 Topics:	T3: Healthy Me	T3 Topics:
Year 11	Lesson 01	Becoming an Adult	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, harassment, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs, The law on internet use and pornography, social media concerns, sending keeping safe, emergency situations, key advice, final aid, scenarios and consequences	Managing Anxiety and Overwhelm	Anxiety, solution focused thinking, sleep, relaxation, aspirations on career, finances, budgeting, borrowing, Skills identification, realistic goals, gambling, financial pressures, debt, dream jobs, skills self-employment, education and training options, Long term relationship dreams and goals, parenting skills and challenges, Realism, what to do when things go wrong	Self-Worth	Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health, Relationships and consent, being ready for sex, consent, sexual harassment and violence, Puberty hormones, fertility, menstrual cycles, menstrual cycle, IUT, Contraceptives and sexual health, Pregnancy choices including adoption, abortion, bringing up a baby, Health choices, mental, physical, sexual health
	Lesson 02	Relationships and the Law		Money and Debt		Staying Safe in Sexual Relationships	
	Lesson 03	The Law and You		Dream Jobs and Skill Set		Hormonal Health	
	Lesson 04	Me, the Internet and the Law		My Future Relationships		Contraception and Sexual Health	
	Lesson 05	Emergency Situation		What To Do When Things Go Wrong		Pregnancy and Choices	
	Lesson 06	Assessment		Assessment		Assessment	
	Lesson:	T4: Relationships	T4 Topics:				
Year 11	Lesson 01	Intimate Romantic Relationships	Stages of intimate relationships, positive and negative correlations of sex, Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes, Balance of power in relationships, FGM, breast binding, challenging harmful social and cultural norms, Staying true to yourself in a relationship				
	Lesson 02	Gender Diversity and Sexuality					
	Lesson 03	Coming Out as LGBT+		GCSE Exam Support			
	Lesson 04	Who Holds All The Cards?					
	Lesson 05	Harmful and Illegal Cultural and Social Practices					
	Lesson 06	Assessment					

Y12 PSHE/RSE MTP

Term	Topic	Content
Term 1	Mental Health and Emotional Wellbeing	• 01 Being a Resilient Student • 02 Common Mental Health Issues and Strategies to Help • 03 Managing Study and Exam Stress • 04 Body Image and Social Media • 05 Prioritising My Mental Health • 06 Suicide Prevention • 07 Young Men and Suicide
Term 2	Readiness for Work	• 01 Marketing Yourself • 02 My Career Ambitions • 03 Staying Motivated • 04 Building a Positive Online Profile • 05 Workplace Legislation
Term 3	Diversity and Inclusion	• 01 Differences in Societal Values - Current Issues • 02 Misogyny and Consequences • 03 Influence of Faith and Cultural Views on Relationships • 04 Human Rights and Balanced Society • 05 Extremist Behaviour • 06 Understanding Gender Diversity
Term 4	Respectful Relationships	• 01 Respectful & Assertive Communication in Relationships • 02 Sexual Exploitation and Abuse • 03 Rape and Sexual Assault • 04 Online Dating Pros and Cons • 05 De-escalating Aggressive Situations

Term 5	Health Choices and Safety	• 01 Alcohol Misuse • 02 Preparing to Drive and Driving Safety • 03 Substance Misuse • 04 Managing Emergency Situations • 05 Travel Safety Including Abroad
Term 6	Planning for the future	• 01 Goal Setting and Contingency Planning • 02 Setting My Priorities for after School or College • 03 Work or Study My Next Steps • 04 Taking a Gap Year
Y13 PSHE/RSE MTP		
Term	Topic	Content
Term 1	Next Steps	• Throughout this term the students are working on their UCAS applications or creating personal statements / CV's for higher education and other post 18 options.
Term 2	Financial Choices	• 01 Budgeting and Finance • 02 Preparing to Live Independently • 03 Customer Service and Consumer Rights • 04 Money Matters • 05 Positives and Negatives on Gaming and Gambling
Term 3	Independence	• 01 Healthy Eating on a Budget • 02 Keeping Physically Healthy While Studying • 03 Managing Mental Health When Starting University or Work • 04 Monitoring My Health • 05 Young Adult Illness

Term 4	Intimate Relationships	• 01 Contraception and Choices • 02 Pregnancy & Young Parenthood • 03 STI's and Sexual Health • 04 Personal Safety in Relationships • 05 Understanding Sexuality & Sexual Orientation
Term 5	Building and Maintaining Relationships	• 01 Love or Lust • 02 Ending an Intimate Relationship Respectfully • 03 Managing Strong Emotions in Relationships • 04 Managing Changes in Relationships When Starting Uni or Work • 05 Managing Challenging Relationships at Work

Please Note: Staff will also be delivering various sessions which reflect and respond to changing circumstances in the local community. RE is to be delivered in assemblies, which occur throughout the academic year along with SMSC being taught in curriculum lessons.

13. Appendix 2 : Parent Form : Withdrawn from sex education within RSE

To be completed by parents				To be completed by the school	
Name of child		Class		Agreed actions from discussion with parents	
Name of parent		Date			
Reason for withdrawing from sex education within relationships and sex education					
Any other information you would like the school of consider					
Parent Signature					

14. Appendix 3 : Letter to parents regarding RSHE programme

Dear Parent / Carer,

I am writing to you today to inform you about our Relationships, Sex and Health Education (RSHE) programme at LEAF Studio, which we teach as part of our comprehensive wider Personal Development and PSHE Programme.

As you may be aware, it is statutory for every secondary school to deliver RSHE lessons to students to ensure that they are fully educated and informed about both relationships and sex.

At LEAF Studio, students across the school will have RSHE lessons delivered to them by both staff members and external facilitators on a range of topics. These topics are listed below and the government has stated that on leaving secondary school all students should have this knowledge:

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).
- Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school, and in wider society, they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the [Equality Act 2010](#)) and that everyone is unique and equal.

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation (FGM), and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

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.

If you would like further detail about the content of RSHE lessons, please contact me directly via email and I am happy to share more information, including lesson resources with you: will.jones@leafstudio.co.uk

As a school, I want to assure you that we will always take every care to ensure that these lessons are delivered in a caring and understanding way, so that our students feel safe and respected when discussing these sensitive issues.

Whilst the teaching of RSHE is statutory in schools, as parents / carers you do have a right to request to withdraw your child from sex education until three terms before your child turns 16. At this point, if your child wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. There is no right to withdraw children from Relationships Education at school or to remove students from science lessons where sex is discussed as part of the Science curriculum. If this is something which you wish to do, please see the instructions in the 'PSHE and RSE Policy' on the school's website. Please also notify the Executive Principal, Mrs Lapskas, via email: nadine.lapskas@leafstudio.co.uk

All students in Year 9 and Year 10 will be receiving Sex Education from RespectED over the coming weeks. RespectED have asked me to share with you the attached poster to show you what will be covered in each of the four sessions. More information is available on their website: <https://www.respected.org.uk/>

I appreciate that you may have questions surrounding the delivery of RSHE and PSHE and would encourage you to contact me if you wish to discuss any of these matters in more detail. Please note that if we do not hear anything to the contrary from you, we will assume that you give your consent for your child to receive our RSHE programme in full.

Kind regards,

Will Jones

Head of PSHE and RSHE

15. Appendix 4 : RespectED

DRAFT



LESSON 1

INTRODUCTION

I WISH YEAR 9

Aim: Students will explore some of the reasons why teenagers decide to have sex.

Introduction
What do you wish for in a relationship?

Story: Tom & Jenna
Will Jenna have sex with Tom? What might be the possible implications of this decision?

Discussion


Why might young people start to have sex?

Reasons might include
Curiosity, fun, peer pressure, pleasure, influence of alcohol, keep partner, being in love

FORCE/PRESSURE

- It's OK to say no
- Recognising sexual exploitation and abuse and how to get help

Feel Ready?
Tom and Jenna felt ready to have sex, but were they ready for the possible impacts of making that choice?

Aim: Students will understand the possible short and long term impacts of having an unplanned pregnancy as a teenager on both the mother and the father's lives (and their families), and to know how to access help and support in this situation.

LESSON 2

PREGNANCY

Introduction
Quiz:
How easily can pregnancy occur?

Choices For Unplanned Pregnancy
Abortion
Adoption
Parenting
Who should decide?

Consequences


From Rivers, made by a 16 year old.

Discussion
How did having a baby affect the girls' life? How might the father have been impacted?

Abortion & Adoption
What short and long term impacts might these choices have on her? On her family? On the father?

A Father's Rights & Responsibilities
Discussion:
What support should a teenage father provide? During pregnancy? After the birth? As the child grows up? Role of Child Maintenance Service

Help & Support
Who to talk to, where to get help and support



Aim: Students will understand how to keep themselves safe from unplanned pregnancy and how to access contraception. They will start to consider what characteristics of a relationship make it possible to negotiate use of contraception.

CONTRACEPTION

LESSON 3

STI'S

Aim: Students will learn what an STI is, how they are passed on, and the key features of STI's. They will understand how to prevent STI's and how to access help, support and testing.

Introduction
What is an STI and how are they passed on?

Quiz
Facts and myths about many STI's with answers from GP

YouTube Clip
NSW Health STI's
Concept of past relationship chain passing on STI's to present relationship.

How To Keep Safe
Delay sex
Condoms
Regular testing
Vaccination

Help & Support
Where to go for advice, testing and treatment, and how to access local sexual health clinic



Aim: Students will explore what makes the best context for sex, to understand that whatever has happened in the past, we can all make positive healthy choices for the future, to know how to access help/support.

What Are The Positive Things Sex Can Bring In A Relationship?
Discussion

How Does Sex Impact Our Emotions?
Feelings may depend on circumstances: Trust partner? Alcohol? Beliefs/values? Contraception/condom? Parents' feelings? Planned? Consent?

Longer Term Feelings
Recent research has shown that 50% of women and 25% men who started to have sex under the age of 16 'wish they had waited longer'

Discussion:
Why? Role of trust and commitment in relationship before having sex. Some people choose to wait for longterm relationship (even marriage) before having sex. Why might they do this? Pros and cons?

Conclusion
Sex can bring many positive things to a relationship but can also have significant impacts on our physical and emotional health both now and in the future. It's important to think carefully about these impacts in order to make healthy and informed decisions in this area

Consent
Definition, legal age, impact of alcohol/drugs

FURTHER HELP:

At the end of each lesson, students are encouraged to talk to school pastoral services and/or a parent/carer/other trusted adult and directed to sources of extra help and support.

