



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

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RELATIONSHIPS AND SEX EDUCATION POLICY

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1. Rational, Ethos and Aims

1.1 This document is a statement of the aims, values and strategies used for the development of the RSE curriculum undertaken at The Lady Byron School. The purpose of this policy is to provide a comprehensive document for staff, other professionals, families, and other interested stakeholders. The policy makes clear the vision, values and aims of The Lady Byron School as well as detailing our RSE curriculum intent, its broad and balanced content and the specialised approach to teaching and learning, and assessment that is needed by our young people for them to flourish and achieve their full potential.

1.2 The policy aims to consider diversity of beliefs and needs and provide equality of opportunity.

1.3 The Lady Byron School is an independent special school which provides a high quality broad, balanced and meaningful curriculum for learners in Key Stage 2 – Key Stage 4, who hold an Education, Health & Care Plan and have a diagnosis of Autism.

1.4 Learners at the school represent the full autism spectrum with a wide range of needs and abilities.

1.5 The nature of learners with autism creates an uneven academic profile both within the individual young person and within the year groups. Additionally, heightened anxiety and school refusal are frequent traits within our learner community, many of whom have experienced lengthy periods out of school and / or had a history of multiple school placements. This presents demands to ensure that each learner can achieve their full potential in all areas of the curriculum.

1.6 The Lady Byron School offers a differentiated curriculum that meets the range of different ages, aptitudes, needs and interests of the learners and is permeated with a specialised autism-specific curriculum and delivered within an ethos of empathy, understanding, and structure.

1.7 The primary focus of The Lady Byron School curriculum is to prepare learners for transition back into mainstream education, where appropriate, and develop the skills for living and working independently in modern day Britain. This involves ensuring our young people are 'ready to learn' by prioritising their social, emotional and mental health as well as their spiritual, moral and cultural development.

1.8 The Lady Byron School understands the importance of SMSC education and through ensuring students' SMSC development, we can also demonstrate the promotion of the Fundamental British Values (FBV) which are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those of different faiths and beliefs and for those without faith



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1.9 The aims of relationships and sex education (RSE) at our school is to:

- Provide a safe climate in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To enable all students to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances student's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgmental participation by students and staff.

These values, ethos and aims are taught explicitly through Preparation for Adulthood (P4A) and PSHE as well as through the school's broad and balanced curriculum.



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2. Statutory legislation and requirements

2.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Here at The Lady Byron School, we intend to cover Health Education, as we see the importance of ensuring our students are well informed in all areas.

2.2 Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE and to prepare students for the opportunities, responsibilities and experiences of life in British society. Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of students.

2.3 The above guidance also sets out both the rights of parents/carers to withdraw students from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

2.4 In teaching Relationships Education and RSE, 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 that they comply with the relevant provisions of the Equality Act 2010.

2.5 Additional documents that inform the school's RSE policy:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

3. Policy development

3.1 This policy will be continuing to be developed and updated as a 'living' document in consultation with staff, students and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations.



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3. Parent consultation – parents and parties were invited to attend a meeting about the policy.
4. Student consultation – we investigated what exactly students want from their RSE.
- 3.2 The Lady Byron School is committed to working closely with parents / carers so they are fully aware of what is being taught and provide additional resources and support, should parents / carers wish.
- 3.3 Parents will be informed about the policy through the website and can also ask for a copy of the policy and teaching plans by asking the school office to provide them. This will also ensure that parents / carers know when and how we will be teaching RSE.
- 3.4 As part of our whole school approach to RSE, Parent can view materials and resource s should they wish by contacting the school office.
- 3.5 Student voice will be used to review and tailor our RSE programme to ensure it meets the needs of all our students.

4 Definition of RSE

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5 Curriculum design and delivery

- 5.1 RSE is delivered as part of our PSHE and P4A curriculum and is an integral part of daily life at The Lady Byron School. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in other areas of the curriculum. The PSHE Curriculum is delivered by staff in several ways which are detailed in the PSHE policy.
- 5.2 The PSHE curriculum, FBV, SMSC and RSE is also embedded through interventions addressing topical issues affecting young people and wider society, assemblies exploring a range of PSHE issues, through involvement in the life of the school and wider community and PSHE through pastoral care.
- 5.3 Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, considering the needs of the students, the community and wider society in general.
- 5.4 The content covered is split into 3 core themes: Health and Well-being, Relationships and Living in the Wider World (which encompasses economic well-being and careers education). RSE content is taught primarily through Health and Well-being and Relationships lessons.
- 5.5 We will further develop the curriculum in consultation with parents, students and staff, considering 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 that students are fully informed and do not seek answers online.
- 5.6 We will ensure RSE is matched to the needs of our students by considering prior knowledge and experience, views of students / parent and carers as well as individual learning plans and targets.



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- 5.7 Our RSE programme delivered through 1-1 and small group teaching, dependent on the need and level of individual students. The RSE programme will be taught through a range of teaching methods and interactive activities to ensure active learning. Lessons will be differentiated to ensure students are clear on why, how and what they are learning, again this will be based on individual need.
- 5.8 High quality selected resources, such as film clips, guest speakers, books, news articles, internet sites will be used which support and promote understanding within a moral/ values context which underpin the values, aims and ethos of The Lady Byron School.
- 5.9 Students also receive stand-alone sex education sessions delivered by a trained health professional.
- 5.10 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
 - Respectful relationships, including friendships.
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health.

6 Equal Opportunities

- 6.1 Classroom practice and pedagogy will consider students' age, ability, readiness and cultural background and will be adjusted to enable all students to access the learning. We will use PSHE and RSE education to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and termly surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting one group because of protected characteristics.
- 6.2 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

7 Roles and responsibilities

7.1 The Proprietor

- 7.2 The Proprietor will approve the policy and hold the headteacher to account for its implementation.

7.3 The headteacher

- 7.4 The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).



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7.5 Staff

7.6 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive and inclusive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents 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 headteacher.

7.7 Students

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

8 Parents' right to withdraw.

- 8.1 Parents have the right to withdraw their children 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 wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 8.2 Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.
- 8.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.
- 8.4 Alternative work will be given to students who are withdrawn from sex education.

9 Training

- 9.1 Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 9.2 The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10 Monitoring, reporting and Evaluation.

- 10.1 The delivery of RSE is monitored by several leadership staff, including – but not limited to:
- The Designated Safeguarding Lead (The Headteacher)
 - The Proprietor
- 10.2 Students' development in RSE is monitored by class teachers and class PRACTITIONER's as part of our internal assessment systems.



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10.3 The School's usual systems for QA will be employed to ensure that the delivery of PHSE and RSE is of a high quality and appropriate to the needs of the students.

10.4 This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Proprietor.

10.5 Methods of assessment:

10.6 Teaching staff will assess students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress.

10.7 Students will be encouraged to review and reflect on their own learning before, during and after lessons and will be given several baseline activities which will then be revisited at the end of topics so learning can be assessed.

10.8 Student voice will be influential in adapting and amending RSE planning to ensure it is fit for purpose.

11 Safeguarding

11.1 PHSE and RSE often draw on students' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PHSE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate team and adhering to the School's Child Protection and Safeguarding Policy

11.2 Confidentiality

Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

11.3 Services available to students

Students and parents/carers are made aware of interventions, counselling and information services both in and out of school and offered appropriate support.

11.4 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and ensure they follow all the steps and detailed in The Lady Byron School Safeguarding and Child Protection policy.

11.4 Visitors/external agencies which support the delivery of RSE will be required to adhere to protocol detailed in the safer recruitment policy - 'volunteers'.



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12 Safe and Effective Practice

12.1 The Lady Byron School will ensure a safe learning environment by

- Students and staff agreeing ground rules.
- Students having opportunities to work 1-1 and in small groups.
- Students having access to reliable and balanced information of differing views.
- Staff being conscious of expressing their own views.
- Staff and students being sensitive to needs and experiences of others.
- Ensuring safeguarding is always at the fore front.
- Students will be able to raise questions anonymously by use of 'ask it basket'.

13. Policy Review

13.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

13.2 The Head Teacher DSL, and Proprietor will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

13.3 This policy was last reviewed in September 2022.

14. Version History

Version Number	Point Number	Amendment
2	Appendix 2&3 12	Addition of Primary RE Addition of Primary and Secondary Physical Wellbeing and mental health Addition of Safe and Effective wording
3		Parent consult Feb 2022



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Appendix 1: Curriculum links

LADY BYRON SCHOOL PRIMARY PSHE EDUCATION - LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people, families, feeling cared for	Recognising privacy, staying safe, seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; giving and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safety responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; saving and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations; including responding in emergencies; first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

LBS SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships	Relationships	Living in the wider world	Living in the wider world	Health & wellbeing	Health & wellbeing
Year 7	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and making aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices	Transition and safety Transition to secondary school and personal safety in school and outside school, including unwanted contact, and FGM first aid	Health and puberty Healthy routines, influences on health, puberty, and outside school, including unwanted contact, and FGM first aid
Year 8	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies
Year 9	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Employability skills Employability and online presence	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid
Year 10	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Work experience Preparation for and evaluation of work experience and readiness for work	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Exploring influence The influence and impact of drugs, gangs, role models and the media
Year 11	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Next steps Application processes, and skills for further education, employment and career progression		Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts



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Appendix 2: By the end of primary school:

Relationships Education

Families and people who care for me	Students should know. <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Students should know. <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



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	<ul style="list-style-type: none">• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Students should know.</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.



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Online Relationships	<p>Students should know.</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<p>Students should know.</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g., family, school and/or other sources/



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Physical Health and Mental Wellbeing

	<p>Students should know.</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community, participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet Safety and Harms	Students should know. <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
Physical Health and Fitness	Students should know. <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	Students should know. <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy



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	eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Students should know. <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	Students should know. <ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	Students should know: <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Students should know: <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: By the end of secondary school:

Relationships and Sex Education (RSE)



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Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families	Students should know. <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	Students should know. <ul style="list-style-type: none">• 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).



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	<ul style="list-style-type: none">• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• what constitutes sexual harassment and sexual violence and why these are always unacceptable.• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Students should know. <ul style="list-style-type: none">• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.• what to do and where to get support to report material or manage issues online.• the impact of viewing harmful content.• that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.



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	<ul style="list-style-type: none">• how information and data is generated, collected, shared and used online.
Being Safe	<p>Students should know.</p> <ul style="list-style-type: none">• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Students should know.</p> <ul style="list-style-type: none">• 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 and menopause.• 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



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	<p>(including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Physical Health and Mental Wellbeing

Mental Wellbeing	<p>Students should know.</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g., anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	<p>Students should know.</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health and Fitness	<p>Students should know.</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation
Healthy Eating	<p>Students should know.</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer



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Drugs, alcohol and tobacco	Students should know. <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.• the law relating to the supply and possession of illegal substances.• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• the physical and psychological consequences of addiction, including alcohol dependency.• awareness of the dangers of drugs which are prescribed but still present serious health risks.• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	Students should know. <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• (late secondary) the benefits of regular self-examination and screening.• the facts and science relating to immunisation and vaccination.• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic First Aid	Students should know: <ul style="list-style-type: none">• basic treatment for common injuries.• life-saving skills, including how to administer CPR• the purpose of defibrillators and when one might be needed
Changing adolescent body	Students should know: <ul style="list-style-type: none">• key facts about puberty, the changing adolescent body and menstrual wellbeing.• the main changes which take place in males and females, and the implications for emotional and physical health.



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Appendix 4: Parental consent to withdraw student from RSE.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	