

Relationships and Sex Education Policy

for whole School: Junior and Senior sections

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Contents

Relationships and Sex Education Policy.....	1
Relationships and Sex Education Policy.....	3
Policy Statement.....	3
Key personnel.....	4
Definitions.....	4
Aims.....	5
How RSE is delivered at Freemen's.....	5
Subject content of RSE at Freemen's	5
Subject content for Relationships Education F1-L3 (Y3-6)	7
Subject content for Sex Education F1-L3 (Y3-6) [N.B. This is not statutory]	11
Subject content for Relationships and Sex Education in U3-U6 (Y7-Y13)	12
How RSE is monitored and evaluated	22
Working with parents.....	22
Right to be excused from sex education (commonly referred to as the right to withdraw).....	22

Relationships and Sex Education Policy

Policy Statement

As of September 2020, 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 pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools and is laid out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (DfE, June 2019, last updated 13/9/21). City of London Freeman's School is committed to discharging its obligations in respect of RSE, and this Policy explains how it does so.

The afore-mentioned statutory guidance also makes reference to mandatory Health Education. However, given that independent schools are not bound by this part of the guidance, being instead required to deliver Health Education under Paragraph 2 of the Independent School Standards Regulations, this Policy makes no mention thereof.

The content and application of this Policy is non-discriminatory in line with the *Equality Act 2010*. In addition, the School ensures that young people clearly understand what the law does and does not allow in respect of sex and relationships, as well as the wider (e.g. criminal) implications of decisions that they may make.

This policy is available on the unrestricted area of our website and should be read in conjunction with the following documents:

Anti-bullying Policy
Learning and Teaching Policy
Mission and Aims
PSHE Overview
PSHE Schemes of Work
Safeguarding Policy

This policy is subject to a comprehensive review every three years by the School's Senior Leadership Team (SLT), the Academic and Personnel Sub-committee and the Full Board of Governors.

In line with our duty to consult parents and pupils regarding the content and delivery of Relationships and Sex Education, this version of the Policy was shared in November 2022 with parents and (through Senior School Council) pupils together with an invitation to comment. The aim of this process is to ensure that the Policy meets the needs of pupils and parents. Parental and pupil responses on this occasion suggested that

there was general satisfaction with our policy on RSE. Although all comments were carefully considered, no change to this Policy was felt necessary on the basis thereof.

The statutory guidance also states that this Policy should reflect the views of teachers at the school. The Policy is accordingly disseminated to teachers every three years with an invitation to comment. This was last done in November/December 2022 but, given the feedback, led to no changes being made to the Policy.

In between these periodic reviews, minor changes may be made to the Policy by the author so that it reflects current practice at the School.

Under the relevant statutory guidance, “the religious background of all pupils must be taken into account when planning teaching [of RSE]”. Accordingly, since September 2020 the School has collected this information from parents of pupils joining Freeman's. The School also gives the opportunity to existing parents to register any affiliation of theirs to a religion or else to state that they do not subscribe to any religion.

Key personnel

Mrs Philippa Whiteley (Head of PSHE/RSE)

Ms Sophie Blair (Head of the Upper School) - oversight of PSHE/RSE across the School

Mrs Louise Jowitt (Assistant Head of Junior School) - Junior School PSHE Co-ordinator until September 2021 – now acting in an advisory capacity

The Heads of Sections are also closely involved in the planning, monitoring and evaluation of RSE.

Definitions

Relationships Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching pupils how a baby is conceived and putting this in the context of the changes to the bodies of males and females that happen at puberty.

Relationships and Sex Education in Upper 3 to Upper 6 (Y7-Y13) is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships (including intimate relationships) that help them to flourish, and how to identify and resist unhealthy relationships; delivering information about human sexuality, contraception and sexual health in a fact-based and non-judgemental manner that emphasises the critical importance of consent and mutual respect.

Aims

The principal aims of RSE in the School are:

1. to equip pupils with the knowledge, understanding, criticality and self-awareness necessary to form healthy and positive age-appropriate relationships;
2. to ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including, for older pupils, detailed knowledge of contraception and sexual health.

How RSE is delivered at Freeman's

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHE) at the School. That said, we believe that RSE should be set within a wider school context in which values such as respect, fidelity, tolerance and the importance of family are promoted at every opportunity.

Sometimes RSE is delivered in Assemblies and Tutor time in direct and prompt response to issues that are raised through events / incidents at school. These interventions are always made in line with the approach to RSE outlined in this Policy.

The School also recognises that parents have a key role in teaching their children about sex and relationships, and RSE at Freeman's seeks to complement rather than displace this. With this in mind, the School makes available its PSHE Schemes of Work to parents on request.

In order to create a collaborative learning partnership between the teacher and his/her pupils, RSE at Freeman's is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be tolerated and respected.

RSE at Freeman's is complemented by- but not delivered through- the Science, GCSE Biology and Philosophy, Ethics and Religion syllabi, with human reproduction, puberty and contraception taught in science from an exclusively physiological and age-appropriate perspective.

Subject content of RSE at Freeman's

The relevant statutory guidance obliges the School to deliver specific Relationships Education content to its pupils of primary age and specific RSE content to its pupils of secondary age. The School also elects to teach pupils in KS2 a minimal amount of age-appropriate sex education in addition to that covered by the science curriculum.

The following tables set out the subject content of Relationships Education and RSE at Freeman's, how it is delivered as part of our PSHE curriculum and who is responsible for teaching it. All statutory content is included in the tables.

The 'Jigsaw' scheme of work has been purchased by the School for delivering Relationships Education and Sex Education in the Junior School (Years 3-6).

As with all curriculum subjects, RSE is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND).

Subject content for Relationships Education F1-L3 (Y3-6)

Relationships Education at KS2 is taught to Forms by their Form teachers or other teachers as part of the PSHE syllabus. Each Topic is covered in two 30-minute lessons each week.

General topic	Learning outcome: Pupils should know and understand...	When covered in PSHE
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	L2 Summer Term HT1 Topic 1 U2 Autumn Term HT1 Topic 1
	<ul style="list-style-type: none"> 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. 	F1 Autumn Term HT2 Topic 1 F1 Summer Term HT1 Topic 1 U2 Autumn Term HT1 Topic 1
	<ul style="list-style-type: none"> 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. 	F1 Autumn Term HT2 Topic 1 F1 Summer Term HT2 Topic 5 U2 Autumn Term HT1 Topic 1
	<ul style="list-style-type: none"> 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. 	F1 Summer Term HT2 Topic 5 U2 Autumn Term HT1 Topic 1
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong. couples can get married in a civil or a religious ceremony; in a large number of places of worship, only a man and a woman can get married (rather than a same-sex couple). for some people, the single life is a positive choice. 	U2 Autumn Term HT1 Topic 1

	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	F1 Autumn Term HT2 Topic 2 U2 Autumn Term HT1 Topic 1
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	F1 Autumn Term HT1 Topic 1 L2 Spring Term HT2 Topic 1 L2 Summer Term HT1 Topic 1 L3 Summer Term HT1 Topic 1 L3 Summer Term HT2 Topics 3&4
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	F1 Autumn Term HT1 Topic 1 F1 Summer Term HT1 Topic 2 L3 Summer Term HT2 Topics 3&4
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	F1 Autumn Term HT1 Topic 1 L2 Spring Term HT2 Topic 5 L3 Summer Term HT2 Topics 3&4
	<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. 	F1 Summer Term HT1 Topic 2 U2 Summer Term HT1 Topic 2
	<ul style="list-style-type: none"> 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. 	L2 Spring Term HT2 Topic 5
Respectful relationships	<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. 	L3 Autumn Term HT2 Topics 2&4
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	U2 Autumn Term HT2 Topic 3

	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	F1 Autumn Term HT1 Topic 1 L2 Autumn Term HT1 Topics 3&4
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	L3 Summer Term HT2 Topic 5
	<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 those in positions of authority. 	F1 Autumn Term HT1 Topic 1
	<ul style="list-style-type: none"> 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. 	F1 Autumn Term HT2 Topic 3 L3 Autumn Term HT2 Topics 2&4 L3 Summer Term HT1 Topic 5
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	F1 Summer Term HT2 Topic 5 L2 Autumn Term HT2 Topic 1
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	L3 Summer Term 2 Topics 3&4
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	U2 Summer Term 1 Topic 5 L3 Summer Term 1 Topic 6
	<ul style="list-style-type: none"> 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. 	U2 Summer Term 1 Topic 5 L3 Summer Term 1 Topic 6
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	U2 Summer Term HT1 Topic 5 L3 Summer Term HT1 Topic 6
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	F1 Autumn Term HT1 Topic 1 U2 Summer Term HT1 Topic 5

		L3 Summer Term HT1 Topic 6
	<ul style="list-style-type: none"> how information and data is shared and used online. 	U2 Summer Term HT1 Topic 5 L3 Summer Term HT1 Topic 6
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	L3 Summer Term HT1 Topic 6 L3 Summer Term HT2 Topics 3&4
	<ul style="list-style-type: none"> 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. 	F1 Autumn Term HT1 Topic 1 L3 Autumn Term HT2 Topic 1
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	F1 Autumn Term HT1 Topic 1 L3 Autumn Term HT2 Topic 1
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	L3 Autumn Term HT2 Topic 1 L3 Summer Term HT2 Topic 5
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	L3 Autumn Term HT2 Topic 1 L3 Summer Term HT2 Topic 5
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	F1 Summer Term HT1 Topic 3 L3 Autumn Term HT2 Topic 1
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	L3 Autumn Term HT2 Topic 1
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	L3 Autumn Term HT2 Topic 1

Subject content for Sex Education F1-L3 (Y3-6) [N.B. This is not statutory]

The content below is covered in the second half of the Summer Term of L2 (Y4) and of U2 (Y5) in the “Changing Me” unit of the Jigsaw PSHE programme. As noted below, the L2 materials focus on reproduction and puberty but stop short of explaining sexual intercourse. The programme lasts 5 weeks and is taught by the usual PSHE teachers. For one of the lessons, boys and girls are taught separately to allow gender-specific questions to be addressed in an environment with minimum potential for embarrassment. This learning is then consolidated in L3 (Y6) with another opportunity for gender-specific questions to be addressed.

General topic	Learning outcome: Pupils should know and understand...
Having a baby	<ul style="list-style-type: none"> • that the mature male reproductive organs produce sperm and the female ones eggs • that a baby begins to grow in the womb when a sperm fertilises an egg • that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina” (U2 and L3 only)
Puberty and physical attraction	<ul style="list-style-type: none"> • in detail the changes, both physical and emotional, that happen at puberty • strategies for coping successfully with these changes (both emotionally and practically) • that changes at puberty are linked to being able to have a baby • that it is natural, as they approach and go through puberty, to begin to be attracted to other people, but also that there is not and should not be any pressure in this respect (U2 and L3 only) • that some people are attracted to people of the same sex (U2 and L3 only)

An important part of the programme is the opportunity for pupils freely to ask questions directly related to the subject content in a mature and sensible yet open environment. Aware that children with unanswered questions may turn to inappropriate sources of information, such questions will generally be answered fully by the teacher in front of the whole class. However, when a primary-age pupil asks a question pertaining to sex or sexuality which clearly goes beyond the syllabus or at a point when the sex education syllabus is not being delivered: the child is not made to feel uncomfortable for having asked it; the child is invited to speak to the teacher at the end of the lesson; the teacher uses his/her professional judgement to decide the extent to which he/she will answer the question; the teacher may decide to contact the child's parents to discuss the matter further. In line with our Safeguarding Policy, if a child exhibits behaviour and/or language that is clearly over-sexualised for his/her age, the Designated Safeguarding Lead is informed immediately.

Subject content for Relationships and Sex Education in U3-U6 (Y7-Y13)

RSE in U3-U5 (Y7-11) is delivered by PSHE teachers as part of the PSHE curriculum, with each pupil receiving a weekly one-hour lesson delivered in mixed-sex classes. However, Sex Education is delivered by specially trained teachers in a one-hour PSHE lesson for U4 (Y9) and a one hour or two half-hour sessions during chosen tutor times for L5 (Y10). These lessons are delivered to boys and girls separately to minimise potential for embarrassment. In Lower 5 there is a significant element of reiterating what has been taught in Upper 4. This is mindful of the fact that pupils become interested in sex and relationships at different stages in adolescence and will be maximally receptive to sex education at different times in their schooling.

RSE in L6/U6 (Y12/13) forms part of PSHE, delivered by PSHE teachers to mixed-gender classes. Each student receives a fortnightly one-hour lesson. To expect young people to recall information accurately, draw on skills and strategies, and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. In KS5 students revisit and reinforce earlier learning, connecting it to contexts that are relevant to this age group. This key stage is our last opportunity to ensure that students have real competence in the skills and strategies, and to extend the knowledge and understanding they have been developing throughout their PSHE education, that they need to equip them for independent living and the next stage in their education or career.

General topic	Learning outcome: Pupils should know and understand...	When covered in PSHE
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	U4 Autumn Term HT1 U4 Spring Term HT1 L5 Spring Term HT1 U5 Summer Term HT1

	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	U3 Autumn Term HT1 U4 Spring Term HT1 L5 Spring Term HT1 U5 Summer Term HT1
	<ul style="list-style-type: none"> 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. 	L5 Summer Term HT1 U5 Summer Term HT1
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 	U4 Spring Term HT1 L5 Summer Term HT1 U5 Summer Term HT1
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	U4 Autumn Term HT1 L5 Spring Term HT1 U5 Summer Term HT1
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	U4 Spring Term HT1 U5 Summer Term HT1
	<ul style="list-style-type: none"> 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. 	U3 Spring Term HT1 U3 Summer Term HT1 L4 Summer Term HT2 U4 Autumn Term HT1 U4 Spring Term HT1 U4 Summer Term HT2 L5 Spring Term HT1 L5 Summer Term HT1 U5 Spring Term HT1
Respectful relationships, including friendships	<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. 	U3 Autumn Term HT1 L4 Summer Term HT1 U4 Spring Term HT1 U4 Summer HT2

		L5 Spring Term HT1 U5 Summer Term HT1 L6 Autumn Term HT1 U6 Autumn Term HT2
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	U3 Autumn Term HT1 U3 Spring Term HT1 L4 Spring Term HT1 U4 Spring Term HT1 U4 Summer Term HT2 L5 Spring Term HT1 & HT2 L5 Summer Term HT1 L6 Autumn Term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> 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). 	U3 Autumn Term HT2 L4 Autumn Term HT2 L4 Spring Term HT1 U4 Summer Term HT1
	<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. 	U3 Summer Term HT1 U4 Summer Term HT2 L5 Spring Term HT1 L5 Summer Term HT1
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	U3 Spring Term HT1 U3 Summer Term HT1 L4 Spring Term HT1 U4 Spring Term HT1 U4 Summer Term HT2 L5 Spring Term HT1 L5 Summer Term HT1 U6 Summer Term HT1

	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	U3 Summer Term HT1 L4 Summer Term HT1 U4 Autumn Term HT1 L5 Spring Term HT1 L5 Summer Term HT1 L6 Autumn Term HT1
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	L5 Summer Term HT1 U5 Summer Term HT1 L6 Autumn Term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> 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. 	U3 Spring Term HT1 L4 Autumn Term HT2 L4 Spring Term HT1 L5 Spring Term HT1 L5 Summer Term HT1 & HT2 U5 Spring Term HT1 L6 Spring Term HT1 U6 Spring Term HT1
Online and media	<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. 	U3 Autumn Term HT1 U3 Summer Term HT1 L4 Summer Term HT2 U4 Summer Term HT2 L5 Spring Term HT1 L5 Summer Term HT2 U5 Spring Term HT1 U5 Autumn Term HT1 & HT2 U6 Autumn Term HT2

	<ul style="list-style-type: none"> 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. 	<p>U3 Autumn Term HT1 L4 Summer Term HT2 U4 Autumn Term HT1 U4 Spring Term HT1 U4 Summer Term HT1 U4 Summer Term HT2 L5 Autumn Term HT2 L5 Summer Term HT1 U5 Spring Term HT2 U6 Autumn Term HT2</p>
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	<p>L4 Summer Term HT1 L4 Summer Term HT2 U4 Summer Term HT1 L5 Autumn Term HT2 L5 Spring Term HT1 L5 Summer Term HT2 U6 Autumn Term HT2</p>
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	<p>L4 Summer HT1 & HT2 U4 Summer Term HT1 & HT2 L5 Spring Term HT1 L5 Summer Term HT1 U5 Spring Term HT2 U6 Autumn Term HT2</p>
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	<p>L4 Spring Term HT2 L4 Summer Term HT2 U4 Spring Term HT2 U4 Summer Term HT1 L5 Spring Term HT1 U5 Autumn Term HT1</p>

	<ul style="list-style-type: none"> 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. 	U4 Summer Term HT1 L5 Spring Term HT1 U6 Autumn Term HT2
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	L4 Summer HT2 U4 Summer Term HT1 L5 Spring Term HT1 U6 Autumn Term HT2
	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 	L4 Summer HT2 U4 Summer Term HT1 & HT2 L5 Autumn Term HT2 L5 Summer HT1 & HT2 U6 Spring Term HT1
Being safe	<ul style="list-style-type: none"> the concept of, and laws relating to, sexual consent, and how this can affect current and future relationships. 	U3 Summer Term HT1 L4 Summer Term HT1 & HT2 U4 Spring Term HT1 U4 Summer Term HT1 L5 Spring Term HT1 L6 Autumn Term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> 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). 	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 L5 Spring Term HT1 & HT2 U5 Spring Term HT1 L6 Autumn Term HT1 U6 Autumn Term HT1

	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual exploitation, abuse, grooming, coercion, harassment, rape and domestic abuse, and how these can affect current and future relationships. 	U3 Summer Term HT1 U4 Summer Term HT2 L5 Spring Term HT1 L5 Summer Term HT1 U5 Spring Term HT1 & HT2 L6 Autumn Term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> the concepts of, and laws relating to, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships. 	U3 Spring Term HT2 U5 Summer Term HT1
Intimate and sexual relationships, including sexual health	<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. [N.B. same-sex relationships referred to] 	U3 Summer Term HT1 L4 Summer Term HT1 U4 Summer Term HT1 & HT2 U4 Summer Term HT1 (Sex Education lesson) L5 Spring Term HT1 L5 Spring Term HT2 (Sex Education lesson) L6 Autumn Term HT1 U6 Autumn Term HT2
	<ul style="list-style-type: none"> 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. 	U3 Autumn Term HT1 U3 Summer Term HT1 L4 Summer HT1 U4 Spring Term HT1 U4 Summer Term HT1 & HT2 U4 Summer Term HT1 (Sex Education lesson) L5 Autumn Term HT1

		<p>L5 Spring Term HT2 (Sex Education lesson)</p> <p>U5 Autumn Term HT1</p> <p>U5 Spring Term HT1</p> <p>U5 Summer Term HT1</p> <p>L6 Autumn Term HT1</p> <p>U6 Autumn Term HT2</p>
	<ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	<p>U5 Spring Term HT1</p> <p>U5 Summer Term HT1</p> <p>L6 Summer Term HT2</p> <p>U6 Autumn Term HT1</p>
	<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	<p>U3 Summer HT1</p> <p>L4 Summer HT1</p> <p>U4 Summer Term HT1</p> <p>L5 Spring Term HT1</p> <p>L5 Summer Term HT1</p> <p>U5 Spring Term HT1 & HT2</p> <p>L6 Autumn term HT1</p> <p>U6 Autumn Term HT2</p>
	<ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. [N.B. same-sex relationships referred to] 	<p>U3 Summer Term HT1</p> <p>L4 Summer Term HT2</p> <p>U4 Summer Term HT1</p> <p>L5 Spring Term HT1</p> <p>L5 Summer Term HT1</p> <p>U5 Spring Term HT1</p> <p>L6 Autumn Term HT1</p> <p>L6 Summer Term HT2</p>
	<ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available. 	<p>L4 Summer Term HT1</p> <p>U4 Summer Term HT1</p>

		U4 Summer Term HT1 (Sex Education lesson) L5 Spring Term HT1 (Sex Education lesson) U5 Spring Term HT1 L6 Summer Term HT2
	<ul style="list-style-type: none"> the facts around pregnancy including miscarriage. 	U4 Summer Term HT1 U5 Summer Term HT1 L6 Summer Term HT2
	<ul style="list-style-type: none"> 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). 	U4 Summer Term HT1 U5 Spring Term HT1 U5 Summer Term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> 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. 	L4 Summer Term HT1 U4 Summer Term HT1 U4 Summer Term HT1 (Sex Education lesson) L5 Spring Term HT1 (Sex Education lesson) U5 Summer Term HT1 U6 Spring Term HT2
	<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. 	L4 Summer Term HT1 U4 Summer Term HT1 U5 Summer Term HT1 U6 Spring Term HT2
	<ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. 	L4 Autumn Term HT1 U4 Autumn Term HT1 L5 Spring Term HT2 U5 Spring Term HT2



		L6 Autumn term HT1 U6 Autumn Term HT1
	<ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	L4 Summer HT1 U4 Summer Term HT1 L5 Spring Term HT1 L5 Spring Term HT1 (Sex Education lesson) U5 Summer Term HT1 L6 Summer Term HT2 U6 Spring Term HT2
Gender identity	<ul style="list-style-type: none"> the distinction between gender and sex what it means to be intersex, transgender and non-binary some of the challenges facing transgender people (e.g. gender dysphoria, use of gender-segregated facilities) the options of hormone treatment and surgery 	U5 Spring Term HT1

How RSE is monitored and evaluated

As is the case for all subjects, RSE is monitored and evaluated through a combination of Classroom Visits, Blinks and Learning Walks, details of which can be found in our *Learning and Teaching Policy*. Furthermore we undertake surveys with pupils and students. This monitoring is undertaken by the Head of PSHE, Deputy Head and other members of SLT. The Head of the Upper School line manages the Head of PSHE and they meet regularly, both informally and formally to evaluate the evidence gathered and to identify areas for further improvement.

Working with parents

The School consults parents regarding this Policy (see Policy Statement above) as well as taking into consideration the religious backgrounds of pupils.

The School appreciates that sex education is a contentious issue for some in society and that some parents may be concerned about what their child may or may not be taught. The School aims to be transparent about what it does and does not teach to pupils at various ages, together with the reasons why. To this end, parents of U2 (Y5) pupils are invited into the School for a presentation on the U2 PSHE unit that covers puberty and having a baby. This also affords the opportunity to offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is

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compulsory for all children in all schools). In practice, very few, if any, parents at Freeman's exercise this right. Parents who wish to withdraw their child are asked to put their request in writing to the Headmaster. He will then typically invite the parents (and, if appropriate, the child) to meet with him in case he is able to assuage their concerns. However, the School ultimately respects the right of parents, other than in exceptional circumstances¹, to determine whether or not their child participates in sex education. If a pupil is withdrawn, the School upholds its responsibility to provide him/her with appropriate, purposeful education during the period of withdrawal.

The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the School makes arrangements for the child to receive sex education before he/she turns 16.

¹ which may or may not include the pupil having a special educational need or disability
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