



Campion School

Relationship and Sex **Education Policy**

Approved by:	Headteacher and Governing Body
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I. AIMS

1. This Policy helps Champion School to fulfil the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. It aims to ensure that the RSE curriculum:
 - a. Provides a framework in which sensitive discussions can take place
 - b. Creates a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity
 - c. Prepares students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene
 - d. Helps students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others
 - e. Prepares students to make informed, reasoned and responsible choices and develop a strong moral code
 - f. Teaches students appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene
 - g. Promotes a healthy lifestyle.

II. THE LAW

2. Champion School must provide RSE to all its students, under Section 34 of the Children and Social Work Act 2017.
3. In delivering its RSE curriculum, Champion School must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996.
4. Champion School have obligations under the Equality Act 2010, including:
 - a. A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
 - b. The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
 - i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - ii. Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - iii. Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

III. POLICY AND CURRICULUM DEVELOPMENT

5. This policy has been developed in consultation with staff, students and parents/carers at Campion School. The consultation and policy development process involved the following steps:
 - a. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - b. Parent/Carer Consultation – a consultation paper was published on the Campion School website with a draft of this Policy and all parents/carers were given a two-week window to respond
 - c. Student Consultation – through the use focus groups, students were asked about specific elements of the RSE curriculum, and given the opportunity to share their wider views on these areas
 - d. Ratification – following the consultation process, this Policy and our RSE Curriculum was ratified by the Governing Body.

IV. ROLES, RESPONSIBILITIES AND TRAINING

6. The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.
7. 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.
8. Teaching staff are responsible for:
 - a. Delivering RSE in a sensitive way
 - b. Modelling positive attitudes to RSE
 - c. Monitoring progress
 - d. Responding to the needs of individual students
 - e. Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.
9. Teaching 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 their Line Manager in the first instance. Such cases can then be brought to the attention of the Headteacher.
10. Training will be offered to staff through various sources throughout the year to ensure they are confident to deliver the RSE curriculum.

V. WHAT IS RSE AND HOW IS IT DELIVERED?

11. RSE is key to the emotional, social and cultural development of students. It teaches them about:

- a. Families;
 - b. Respectful relationships, including friendships;
 - c. Online and media;
 - d. Being safe;
 - e. Intimate and sexual relationships, including sexual health; and
 - f. Physical and mental wellbeing.
12. These topics are taught within the context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances: families can include single parent families, LGBTQI+ parents/carers, families headed by grandparents/carers, adoptive parents/carers, foster parents/carers amongst other structures.
13. These topics are also taught within the context that some students may have a different structure of support around them, for example: looked after children or young carers.
14. RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.
15. Framework:
- a. The Department of Education requires all secondary school students to learn about specific RSE topics by the end of secondary school. These requirements are listed on Appendix A of this Policy
 - b. Champion School's RSE Curriculum (Appendix B) has been consulted on in line with Section III of this Policy – "Policy and Curriculum Development". The curriculum is a live document, so it will be reviewed and updated as appropriate
 - c. Champion teaches its RSE curriculum as part of Life Skill Days. Biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included tutor time and school assemblies
 - d. The primary lead for RSE at Champion School is Mrs Julie Gardner.

VI. SEND STUDENTS

16. It is Champion's policy that SEND students should follow the same RSE curriculum as all other students.
17. Where appropriate, and to ensure that the RSE curriculum is accessible for all Champion students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students.
18. When delivering RSE to SEND students, Champion will be mindful of:
- a. The SEND Code of Practice
 - b. The additional vulnerability that SEND students can face, to exploitation, bullying and other issues

- c. The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

VII. THE RIGHT TO WITHDRAW

- 19. Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE up to or until three terms before the child turns 16.
- 20. After this point, if the student wishes to receive sex education rather than being withdrawn, Champion School will arrange this.
- 21. This process is the same for students with SEND, however, in exceptional circumstances the Headteacher may take the specific needs of a SEND student into account when making this decision.
- 22. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the Headteacher. The Headteacher will discuss the request with parents/carers and take appropriate action.
- 23. A copy of withdrawal requests will be placed in the student's educational record.
- 24. Alternative work will be given to students who are withdrawn from sex education.

VIII. MONITORING IMPACT

- 25. The impact of RSE is monitored through learning walks, the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.
- 26. Students' development in RSE is monitored by Form Tutors and House Learning Leaders as part of Champion's pastoral system. It is also assessed through the completion of student evaluation forms as part of Life Skill Days.
- 27. This policy will be reviewed at least every three years by the Governing Body. At every review, the policy will be approved by the Governing Body.

APPENDIX A: Department of Education Requirements

By the end of secondary school, pupils should know:

TOPIC	CONTENT
Families	<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 into. • 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	<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). • 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, including internet safety and harms	<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.

	<ul style="list-style-type: none"> • 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 may present a distorted picture of sexual behaviours, 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. • 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 or 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.
Being safe	<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	<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. • 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 abuse of alcohol and drugs can lead to risky sexual behaviour.

	<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.
Changing adolescent bodies	<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.
Mental Wellbeing	<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.
Physical health and fitness, including healthy eating	<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 and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health). • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, tobacco and alcohol	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their 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 risk to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	<ul style="list-style-type: none"> • About personal hygiene, germs (including bacteria and 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. • In 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	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR (best taught after 12 years old). • The purpose of defibrillators and when one might be needed.

APPENDIX B: RSE Curriculum Map

<p>Rationale: In Year 7, students are introduced to 4 key areas of the RSE Curriculum – <i>Positive and Human Relationships, Online and Media, Personal Hygiene and Puberty and Respecting Others</i>. Students will have the opportunities to learn, understand and reflect on how to treat others, be treated by others and most importantly how to treat themselves as individuals.</p>			<p>CURRICULUM LINKS: Science, PE, Tutor Time/Assemblies</p>
<p>Sessions 1 & 2 *All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>Positive and Healthy Relationships/Online and media, including internet safety and harms Friendship Bullying Cyber bullying: Expectations of behaviour online/online risks/sharing of personal material/impact of viewing harmful content</p>	<p>Outline Students will discuss, debate and watch video clips on the following questions What makes a good friend? Why does bullying happen? How to tackle bullying dilemmas? What is cyberbullying? How can I block and report harmful content?</p>	<p>Science N/A</p> <p>PE Yr 7 SOW: Fitness and Teambuilding</p> <p>Tutor Time/Assemblies TT1: Bullying Assembly: Bullying TT2: Cyberbullying (No Tolerance Policy)</p>
<p>Sessions 2 & 3 *All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>Personal Hygiene/Puberty Body Odour’s/cleaning regime and how these germs spread. Dental Health/healthy eating Good quality sleep</p>	<p>Outline Students will discuss and explore on the following questions What are the different changes (physical and non-physical) and menstrual wellbeing experienced during puberty and how long it lasts? Why personal hygiene is important? Why should we brush our teeth at least twice a day? Why foods that we eat are important to our overall health? Why is sleep important?</p>	<p>Science Yr 7 SOW: Puberty, Reproduction, Pregnancy and Menstruation</p> <p>PE Yr 7 Intro: Personal Hygiene</p> <p>Tutor Time/Assemblies TT1: Personal Hygiene TT2: Poster competition</p>
<p>Session 4 & 5</p>	<p>Respecting Others</p>	<p>Outline</p>	<p>Science N/A</p>

<p>*All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>Stereotypes: sex, gender, race, religion. Sexual orientation or disability</p>	<p>Students will discuss, debate and watch video clips on the following questions: Why is it important to respect differences? Why do some people suffer abuse? What part can we play to change things?</p>	<p>PE Yr 7 SOW: Teambuilding <u>Tutor Time/Assemblies</u> TT1: Stereotypes PPT TT2; Quiz</p>
<p><u>Session 6</u> *All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>First Aid Basic treatment for common injuries How to administer CPR The purpose of defibrillators</p>	<p><u>Outline</u> How do I treat someone who has been injured? How do I use a defibrillator?</p>	<p><u>Tutor Time/Assemblies</u> TT1: First Aid PPT Outside Agency: Leading on First Aid/and teaching students how to use a defibrillator</p>

<p>Rationale: In Year 8, students are introduced to 3 key areas of the RSE Curriculum – <i>One-to-one intimate relationships, Sexual Pressure, Drugs, tobacco and alcohol</i> Students will have the opportunities to learn, understand and reflect on why intimate relationships should only happen when ready</p>			<p>CURRICULUM LINKS: Science, PE, Tutor Time/Assemblies</p>
<p>Session 1 & 2 *All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>One-to-one Intimate Relationships/Families Contraception STI's (AIDS etc.) Where to get advice (Family Planning Clinic etc.) Different types of committee, stable relationships How these relationships are important for the raising of children Characteristics and positive one-to-one Relationships ie, loyalty, consent etc</p>	<p>Outline Students will discuss, debate and watch video clips on the following questions What is contraception? Why is contraception needed? Who can I get advice from? What is a stable relationship and why are they needed for raising children? What is a healthy one- to- one intimate relationship?</p>	<p>Science Extended learning in Yr 10 SOW: Menstruation, Contraception, Sexual Reproduction, IVF, Male and Female Sex Hormones</p> <p>PE N/A</p> <p>Tutor Time/Assemblies N/A: Student discussions in PSRE lessons</p>
<p>Session 3 *All students will have PSRE lessons covering RSE themes *Regular Tutor Time</p>	<p>Sexual Pressure/Respectful r/ships Understanding peer pressure Resisting pressure Not pressurising others Practical steps to improve or support Respectful r/ships.</p>	<p>Outline Students will discuss and explore and watch video clips on the following questions What is peer pressure? What types of peer pressure are there? Why should we not pressurise others? What is respect in relationships</p>	<p>Science Previous Knowledge: Yr 7 SOW: Puberty, Reproduction, Pregnancy and Menstruation</p> <p>PE Yr 8 SOW: Physical Fitness</p> <p>Tutor Time/Assemblies N/A: Student discussions in PSRE lessons</p>

Session 4 *All students will have PSRE lessons covering RSE themes *Regular Tutor Time	Drugs/tobacco and alcohol Facts about legal/illegal drugs The law relating to drug supply etc Health risks associated with drugs Facts about smoking Abuse of drugs can lead to risky behaviour	Outline What are drugs? Can you go to jail? How does taking drugs affect your health? Why is smoking harmful?	Science Extended Learning in Year 9 SOW: Disease Transmission, Non Communicable Disease (Bad diet, Smoking, Alcohol and Drugs Use), Good Health and Lifestyle, Prevention of Disease Transmission
			PE
			Tutor Time/Assemblies TT1: Poster: No Smoking

<p>Rationale: In Year 9, students are introduced to 23 key areas of the RSE Curriculum – Reproductive Health, Criminal/Violent Behaviour and Mental Wellbeing. Students will have the opportunities to learn, understand and reflect on what it means to be a parent and will also explore what criminal behaviour looks like.</p>			<p>CURRICULUM LINKS: Science, PE, Tutor Time/Assemblies</p>
<p>Session 1 *Regular Tutor Time</p>	<p>Reproductive Health/Families Pregnancy/Miscarriage What it means to be a parent The roles and responsibilities of parents, raising of children, Characteristics of successful parenting</p>	<p>Outline Students will discuss, debate and watch video clips on the following questions What is Pregnancy/Miscarriage? What it means to be a parent? Who can I get advice from? How can I be a successful parent?</p>	<p>Science Previous Knowledge: Yr 7 SOW: Puberty, Reproduction, Pregnancy and Menstruation</p>
			<p>PE N/A</p>
			<p>Tutor Time/Assemblies Assembly: What does it mean to be a parent?</p>
<p>Session 2 *Regular Tutor Time</p>	<p>Criminal/Violent Behaviour Coercive control</p>	<p>Outline Students will discuss and explore and watch video clips on the following questions What is criminal behaviour? How does the law punish violent behaviour? Why should we behave in an appropriate manner?</p>	<p>Science Yr 10 SOW: Menstruation, Contraception, Sexual Reproduction, IVF, Male and Female Sex Hormones</p>
			<p>PE Sporting careers can be a way out from having a life of crime.</p>
			<p>Tutor Time/Assemblies TT1: Criminal behaviour</p>
<p>Session 3 & 4</p>	<p>Mental Wellbeing/Physical Fitness How to talk about your emotions</p>	<p>Outline What is Mental Wellbeing?</p>	<p>Science Mental wellbeing: Balanced Diet and Scientific Food groups Blood, organ and stem cell donation.</p>

<p>*Regular Tutor Time</p>	<p>Happiness is about being connected to others Mental wellbeing concerns Common types of mental ill health Physical exercise and time outdoors can help mental wellbeing Healthy eating (ill health leading to cancer, heart disease and tooth decay)</p>	<p>How do I know what the signs are in regards to Mental Health? What are the different types of mental health issues?</p>	<p>PE Physical fitness: Sporting activities can alleviate depression, mood swings and other mental health issues.</p> <hr/> <p>Tutor Time/Assemblies Assembly: Mental Health</p>
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<p>Rationale: In Year 10, students are introduced to 2 key areas of the RSE Curriculum – Reproductive Health and Criminal/Violent Behaviour. Students will have the opportunities to learn, understand and reflect on what it means to be a parent and will also explore what criminal behaviour looks like.</p>			<p>CURRICULUM LINKS: Science, PE, Tutor Time/Assemblies</p>
<p>Session 1 & 2</p> <p>*Regular Tutor Time</p>	<p>Marriage/Divorce Marriage/cohabitating and their legal status Divorce and it's legalities Reconciliation/Counselling - RELATE</p>	<p>Outline Students will discuss, debate and watch video clips on the following questions What is the difference between marriage and cohabitating? Why do people divorce? Where can I get advice from on relationship issues?</p>	<p>Science N/A</p>
			<p>PE N/A</p>
			<p>Tutor Time/Assemblies TT1: Reconciliation TT2: Relationship issues</p>
<p>Session 2, 3 & 4</p> <p>*Regular Tutor Time</p>	<p>Reproductive Health/Intimate and Sexual relationships Fertility and the impact of lifestyle on fertility for men and women Abortion (Freedom of choice) Where to get further help All aspects of health can be affected by choices they make in sex and relationships eg. physical, emotional, mental and sexual health and wellbeing. The benefits of regular self-examination and screening. The facts and science associated with immunisation and vaccination</p>	<p>Outline Students will discuss and explore and watch video clips on the following questions What does the term fertility mean? Why do abortions happen? Where can I get advice from? How is all aspects of your health affected by the choices you make in sex and relationships? Why should we accept regular health check-ups? Why are vaccinations important?</p>	<p>Science Yr 10 SOW: Menstruation, Contraception, Sexual Reproduction, IVF, Male and Female Sex Hormones</p> <p>Disease transmission and vaccinations</p>
			<p>PE Yr 10 SOW: Physical Fitness and healthy lifestyle</p>
			<p>Tutor Time/Assemblies N/A</p>

<p>Rationale: In Year 11, students are introduced to 2 key areas of the RSE Curriculum – Laws/Sexual Consent and Sexual Harassment/Sexual Violence. Students will have the opportunities to learn, understand and reflect on what the law states about sexual exploitation and sexual consent. Equality in the workplace will also be explored.</p>			<p>CURRICULUM LINKS: Science, PE, Tutor Time/Assemblies</p>
<p>Session 1 & 2 *Regular Tutor Time</p>	<p>Laws/Sexual consent Laws: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage etc. How to withdraw consent</p>	<p>Outline Students will discuss, debate and watch video clips on the following questions What does the law say about sexual exploitation, consent, forced marriages etc.? Why is it important to know your rights within the UK?</p>	<p>Science Previous Learning - Yr 10 SOW: Menstruation, Contraception, Sexual Reproduction, IVF, Male and Female Sex Hormones</p>
			<p>PE Previous Learning – Yr 10 SOW: Coping with stressful situations through fitness eg. Yoga, boxercise and dance fitness</p>
			<p>Tutor Time/Assemblies Assembly: Sexual Exploitation/Speaker</p>
<p>Session 3 & 4 *Regular Tutor Time</p>	<p>Sexual Harassment/Sexual violence Different types of sexual harassment and types of sexual violence Equality in the workplace</p>	<p>Outline Students will discuss and explore and watch video clips on the following questions What is sexual harassment? What types of sexual harassment are there? Why is equality in the workplace a legal requirement?</p>	<p>Science N/A</p>
			<p>PE Yr 11 SOW: Leadership Opportunities such as Team Captains/officiating roles in terms of refereeing.</p>
			<p>Tutor Time/Assemblies TT1: Equality in the workplace PPT Assembly: Sexual Violence/Speaker</p>

APPENDIX C: Form to Withdraw Children from Sex Education

TO BE COMPLETED BY PARENT/CARERS			
Student Name		Tutor Group	
Parent/Carer Name		Date	
Reason for withdrawing your child from the sex education content within the RSE curriculum:			
Any other information you would like the school to consider:			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer(s) (inc. what the student will do instead)	