**Relationships and Sex Education – Within the curriculum**

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

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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.

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Academies will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

• Given every opportunity to understand the purpose and content of Relationships Education and RSE;

• Encouraged to participate in the development of Relationships Education and RSE;

• Able to discuss any concerns directly with Howard House School.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The School, before granting any such request, will require the Head of School to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Howard House School will continue to develop knowledge on topics and cover the following content by the end of secondary:

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| **Families** | Pupils should know:    • that there are different types of committed, stable relationships.  • how these relationships might contribute to human happiness and their importance for bringing up children.  • what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.  • why marriage 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 the raising of children.  • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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** | Pupils should know:    • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.  • 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 tolerance and respect to others and others' beliefs, including people in positions of authority.  • 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** | Pupils should know:    • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.  • 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 often 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 against the law.  • how information and data is generated, collected, shared and used online. |
| **Being safe** | Pupils should know:    • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline). |
| **Intimate and sexual relationships, including sexual health** | Pupils should know:    • 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 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.  • how 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. |

**Spiritual, moral, social and cultural (SMSC) development – Within the curriculum**

This checklist is taken directly from the Sept 2015 School Inspection Handbook (published June 2015). It shows where SMSC is referenced in medium term plans, schemes of work, PHSE. We also have a separate overview of the broader curriculum showing wider school life including assemblies, tutor time and school trips.

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| **The spiritual development of pupils is shown by their:** | |
| Sp1 Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values | * Students look at the impact their designs may have on others. * Students are made aware of how different cultures have contributed to technology and therefore how closely designers and manufacturers work with each other across the world, from different religious backgrounds and with differing beliefs. |
| Sp2 Sense of enjoyment and fascination in learning about themselves, others and the world around them | * Students investigate how technology is changing the world they live in. * Students enjoy the challenge of new skills and in making products they can be proud of. * Students investigate how different problems are solved in various ways around the world. This includes how the same problem can also be solved in different ways throughout the world. |
| Sp3 Use of imagination and creativity in their learning | * Students are encouraged to be creative in the projects that they make in both KS3 and KS4. * Students are challenged to look at existing products and how they could be improved or replaced with new ideas. |
| Sp4 Willingness to reflect on their experiences. | * Students complete the Faculty TA feedback sheets on a regular basis. This gives them the opportunity to reflect on what is going well and what they need to improve. * Students, during GCSE project work, carry out detailed evaluations of their project work and have to write about successes and failures whilst developing their final project piece. |
| * **The moral development of pupils is shown by their:** | |
| M1 Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England | * Students look at the impact their designs may have on others – do they improve the quality of life of others? * Students are made aware of H&S regulations and how this may have an impact on them as a student and also consequences a lack of focus on H&S may have an impact on teachers or the school. |
| M2 Understanding of the consequences of their behaviour and actions | * Students show mutual respect and care for each other when doing practical work together. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. * Students are taught to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. * Students are taught about the moral choices facing designers & manufacturers when deciding on their materials. This work includes Students investigating the six ‘Rs’ of sustainability to understand and apply ways of conserving the earth’s resources. |
| M3 Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. | * Students have to consider the use of CAD/CAM in designing and making products and the benefits and impact of CAD/CAM on skills and traditional craftsmen - can they co-exist? * Students are made aware of dilemmas in designing, for example weapons that can kill. Also from an historic point of view including use technology of weapons of mass destruction. * Students have to consider how certain designs may offend other people, religions or beliefs for example. * Students have to reflect on the issues around food, such as the high cost of food and problems of this linked to income. * Students have to reflect on the moral issues concerning food production in third world countries. |
| * **The social development of pupils is shown by their:** | |
| So1 Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | * Students have to work in various teams and groups when carrying out practical activities. * We place an emphasis on developing the ability to work with others and to accept each other’s point of view when carrying out practical work. |
| So2 Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | * Students learn quickly to manage limited resources and to take turns when using machines or equipment * Students prepare and serve the annual Christmas meal to local adults. |
| So3 Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | * Students display mutual respect when carrying out their peer evaluation exercises. * Students are taught the importance of negotiating when using limited machines and equipment. They often need to negotiate priorities of each other to establish a workable ‘pecking order’ to access tools & equipment. |
| * **The cultural development of pupils is shown by their:** | |
| C1 Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others | * Students investigate the designs from other cultures and designers from around the world. * Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries. * Students Investigate and use shape form and images from other cultures to influence their designing. They learn a range of techniques to create pattern & texture for example tie dying * Students are taught to understand how products have developed over time with the influence of technological advances. They are taught the ‘timeline’ the developments of a product such as the mobile phone, motor car or ipod and look at the key advances in manufacturing, materials and/or electronic technologies that have developed the product over time. |
| C2 Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain | * Students look at the kind of food available in school and their local community. |
| C3 Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | * Students study the effects of legislation on design and manufacturing, and the role designers and companies can play in supporting the development of such changes. |
| C4 Willingness to participate in and respond positively to artistic, sporting and cultural opportunities | * Students are always keen to work on Art projects after school and also a large number of students take up the extra time available after school for major coursework. |
| C5 Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | * Students cook various dishes with origins from around the world. * Students are encouraged to consider/research the background of their respective client to ensure that their final product does not offend them or their beliefs. |