Tuesday 15 June 2021

Dear Parents and Carers,

The Department for Education has announced changes to relationships and sex education (RSE). These changes were to come in from September 2020, but due to the disruption of the pandemic have been delayed, all schools will be required to comply with the updated requirements.

This means that we've reviewed our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

We are seeking your views on the material we are putting in place and the year groups it will be taught to. Please note that the content is statutory, so we cannot remove any content from the overall programme.

Here's how you can help:
We're asking you to feedback any comments about the new material to: RSEconsultation@soham-college.org.uk by Friday 9 July 2021.

To help you understand the curriculum requirements we need to meet, please do take a look at the summary below of what all pupils are expected to know by the end of secondary school and an outline of the RSE taught through PSHE lessons/drop down days. These are the statutory requirements set out by the government, so please read this before sending your comments.

Thank you for your time.

Yours sincerely,

Miss M Wilcox
Assistant Head

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage 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	• 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual 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 • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
	• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	• How the use of alcohol and drugs can lead to risky sexual behaviour
	• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Outline of KS3 RSE taught through PSHE 2020-2021

Year 7	Year 8	Year 9
Respect and responsibility	Sexting	County Lines
Stereotypes	LGBT rights global	Body image
Economic Wellbeing	Transgender experience	Mental Health – depression
Living a physically healthy lifestyle	Bullying	LGBT bullying
Staying happy online	Racism	Consent

Gender identities	Not my business- personal responsibility	Pornography
LGBT role models	County Lines	What makes a radical? (PREVENT)
Peer Pressure	Hate Crime	Freedom of expression
Understanding each other	Female Genital Mutilation	
	Prejudice and Stereotyping	

KS3 RSE taught through PSHE drop down days
Healthy relationships
Childnet – online safety
Contraception
Different types of relationships
Exploitation
Drugs and alcohol

KS4 RSE taught through PSHE drop down days
Domestic violence
Mental Health
Sexual Exploitation
Sexual Bullying
Sexually transmitted infections