7th June 2021

Sex and Relationships Policy Consultation

Dear Parent/Carer,

The Department for Education has announced changes to relationships and sex education (RSE). All schools will be required to comply with the updated requirements.

This means that we are reviewing 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

Parents/Carers still have the right to withdraw their child from part or all of the sex education delivered as part of RSE, unless the school feels there are 'exceptional circumstances'.

They can do this up until 3 terms before their child turns 16. After that, it's the child's decision.

We need your views on our proposals.

**Here’s how you can help:**

Due to the coronavirus pandemic, we cannot have parents into school at present. We are therefore running an online consultation on Tuesday 15th June at 10 am. If you’d like to participate, please email head@mvla.co.uk or call the school office on 0161 2250 567 before Friday 11th June.

To help you understand the curriculum requirements we need to meet, please do take a look at the enclosed summary of what all pupils are expected to know by the end of secondary school. If you’re joining the online focus group meeting, please read this before the meeting.

Thank you for your time.

Yours sincerely,

Linda Guest

Headteacher

RSE Expectations for Secondary Schools

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 its 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 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)
* 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, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

* 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 wouldn’t 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 female genital mutilation, 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

* How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
* That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
* The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause
* That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
* That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment