



Relationships and Sex Education Policy: Secondary phase

Member of Staff Responsible	Chief executive Officer
Relevant guidance/advice/legal reference	Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the DfE, 2019
Approved by	Board of Trustees (Section 1) and LGB, Appendix 2
Date of Policy	June 2022
Review Cycle	1 year
Date of Next Review	June 2023
Website	Yes

This policy is divided into two sections.

The main body of the policy: This establishes the ethos, standard procedure of consultation for development and the statement of intention of our trust (applying to all schools) with respect to how we approach Relationships and Sex Education. It is approved by the Board of Trustees.

Appendices 1-3: Appendices 1 and 3 are approved by the trust. Appendix 2, which represents the detail of the delivery of the curriculum is written by the school and approved by the Local Governing Body.

Section 1:

1.1 Statement of intent

Effective Relationship and Sex Education (RSE) is essential if students are to make responsible and well-informed decisions about their lives. To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. (*Relationship and Sex Education, DfES*). RSE is part of the Personal, Social Health and Citizenship Education curriculum (PSHE) in our school.

We do not use RSE as a means of promoting any form of sexual orientation or sexual activity, in accordance with our improving equal opportunities and education in a diverse society policy.

1.2 Statutory requirements

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 and Sex Education (RSE) compulsory for all students receiving secondary education.

1.3 Aims

- The aims of relationships and sex education (RSE) at our school are to: Provide a framework in which sensitive discussions can take place
- Give students an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Respond to the diversity of children's cultures, faiths and family backgrounds.

1.4 Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Thomas Adams, we teach RSE as set out in this policy – see SECTION 2.

1.5 Policy Development (consultation and approval)

The policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – the Assistant Headteacher for Personal Development pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy. The school may decide to hold a meeting, but this is not a statutory requirement. Then initial policy consultation was conducted in 2020, an additional consultation took place in 2022.
- Student consultation – a school will consult with its student population
- Ratification (See **Roles and Responsibilities (1.9)**) - once amendments were made (including those by the local governing body), the policy was approved. The Local Governing Body approve the implementation on of this policy (SECTION 2); the trust Board approve the principles which govern the policy (SECTION 1).

1.6 Definition

Relationship and Sex Education is learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also involves learning about sexuality, sexual health, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

1.6.1 Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach, our RSE programme fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

1.6.2 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not, appropriate in a relationship can lead to a disclosure of a child protection issue.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Policy.

1.7 Delivery of the RSE programme

Delivery of our curriculum is set out in Appendix 2. Appendix 3 indicates the knowledge and understanding framework around which the curriculum is built. Although occasional adaptation may be necessary on a short-term basis (and we will not consult on this because it will be an operational, rather than strategic decision). RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

- We have developed the curriculum to take account the age, developmental stage, needs and feelings of our students. If they ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed. We will endeavour to do this in a way that means our students do not need to seek answers online.
- The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with students and as appropriate, parents/carers will be involved in accordance with our behaviour policy.
- Students' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

1.8 Use of external agencies (if appropriate for our school)

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.9 Roles and responsibilities

1.9.1 Board of Trustees and the local governing body of each school

The Board of Trustees approves SECTION 1. The Local Governing Body will receive the entire policy (including SECTION 2) and will hold the headteacher to account for its implementation. The LGB will help to influence SECTION 2 through the consultation process and will hold the headteacher to account for the implementation of this policy.

1.9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 1.10).

1.9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.

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 the headteacher.

As part of our drop down day delivery model, all staff are responsible for teaching PSHE. Planning and organisation for the days rests with the Assistant Headteacher for Personal Development.

1.9.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

1.9.5 Parents/carers

Parents/carers have a key role in offering advice. In doing so, they may wish to refer to the policy and contact the school, in order to support the school in this respect.

1.9.6 The role of Health Professionals

Health professionals who are involved in delivering programmes are expected to work within the schools' RSE policy and on the instructions of the headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual student, they should follow their own professional code of conduct.

Health Professionals may:

- Work closely with teachers in supporting RSE in school (complementing the role of the teacher)
- Help schools work in partnership with parents/carers and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary (GU) clinics etc.
- Tell students about the health services that are available in the area and help them

- develop the confidence and skills to make good use of them
- Give students confidential support and advice, through services such as the drop- in sessions
- Provide specific and up-to-date knowledge about sexual health and well-being and contraception
- Parents/carers may find it difficult to talk to their children about sex and relationships and therefore they need support in their role, in which case they should actively seek help from the school or other professional agencies (such as their GP).

1.10 Parents right to Withdraw

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act that parents have the right to withdraw their child from part, or all, of the sex education programme that does not form part of the science education curriculum. There is **no parental right** of withdrawal from the relationship education, nor from the sex education curriculum that includes understanding the adolescent body.

Parents **do** have the right to withdraw their children from the non-statutory/non science components of sex education within RSE.

Parental withdrawal applies up to three terms before a student is sixteen, at which point the student can decide for themselves.

We would encourage parents to discuss any concerns at the earliest opportunity. Any such request from a parent/carer to withdraw a student should be made in writing to the school. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to students who are withdrawn from sex education.

1.11

Monitoring and Review

Sex and Relationships Education will be monitored by the Deputy Headteachers and Assistant Headteachers for Personal Development. The review process will take into consideration the view of staff, parents and students, through different mediums as per the governing guidelines.

Parent views and feedback is used to inform the schools' decisions on when and how certain content is covered. This engagement allows parents to input, ask questions, and share concerns in order and for the school to decide the best way forward. School will listen to parents' views, and then make a reasonable decision as to how we wish to proceed. Although, parents are expected to realise that when and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content. This is in line with government policy as stated in the DfE's Statutory Guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education [July 2019]). Review of the quality of the lessons

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes on agreed actions

Staff Responsibilities

The key responsibilities for PSHE are:

James Hargreaves – Assistant Headteacher Personal Development.

Jenni Whitfield – Deputy Headteacher Behaviour and Personal Development

The teaching of PSHE is completed by all staff at Thomas Adams, the majority of RSE takes place during the drop down days, especially relating to Sex education. Relationship education takes place during drop down days and form sessions.

Delivery training is scheduled for 2022/23 academic year.

Definitions of RSE

In terms of defining PSHE Sex education (in PSHE) at Thomas Adams includes lessons which refer to the physical aspects of relationships and refers to the process of sex or sexual themes. This can include topics such as contraception and sexual health but also the issue of sex in relationships, including consent, sexual boundaries and even online sexual activities such as sexting. This does not include sexuality as this is considered to be part of relationships. If a lesson is classified as part of both sex and relationship education, it will be considered as a sex education lesson for the purpose of parental withdrawal. Sex Education lessons include:

- Contraception and Sexual Health
- Sexting
- FGM
- Pornography
- Puberty
- Risks of unprotected sex and abortion.
- Having Children
- Revenge Porn
- Consent and Sexual Boundaries
- Parenting Pathways
- Risk Taking Behaviour.
- STI
- Harmful Sexual Behaviour (HSB) Comments Lesson
- Safe Sex
- Sexual Culture and HSB
- Consent and Sexual Boundaries
- Revenge Porn
- Negotiation and STIs
- Harmful Sexual Behaviour

As stated later in the policy, it is these lessons which parents have the option to withdraw from and only these.

The school defines Relationship education as lessons which relate to students' relationships

and interactions with other people. This includes relationships with friendships, family and partners, and online relationships. These lessons are part of the mandatory RSE programme and when they are not referring to sex education, all students are expected to complete these. These lessons include the following for Key Stage 3 and 4:

- Friendships
- Teamwork
- LGBT
- Homophobia
- Racism
- Consent (SE)
- Teenage Pregnancy (Lesson explores the impact on relationships, not the physical process)
- Online Relationships
- Impact of Drugs
- Anger Management
- Domestic Conflict
- Gangs
- Parenting
- Family Life
- Break Ups
- Conflict Management
- Banter or Bullying
- Parental Pathways
- Stalking and Harassment

Monitoring and Review

Sex and Relationships Education will be monitored by the Deputy Headteacher and Assistant Headteacher for Personal Development. The review process will take into consideration the view of staff, parents and students, through different mediums as per the governing guidelines.

Parent views and feedback is used to inform the schools' decisions on when and how certain content is covered. This engagement allows parents to input, ask questions, and share concerns in order and for the school to decide the best way forward. School will listen to parents' views, and then make a reasonable decision as to how we wish to proceed. Although, parents are expected to realise that when and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content. This is in line with government policy as stated in the DfE's Statutory Guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education [July 2019]). Review of the quality of the lessons

The Role of Parents/Carers

The school is well aware that the primary role in young people's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSE policy and practice and encourage them to be involved in reviewing the school policy and making modifications to it as necessary;
- answer any questions that parents may have about the RSE of their child;

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- In return, we ask that parents support the school through the following:
 - support and discuss sex education at an appropriate time with their child, to allow us to build upon prior knowledge and know that we are sharing core beliefs;
 - support their child with the physical and emotional challenges of growing up and sexual maturity;
 - helping their child learn about the names of body parts;
 - answering their child's questions about growing up, reproduction, sexuality, sex, contraception and relationships.

Confidentiality and Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a young person makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with the School's Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead and team, through the use of the safeguarding laptop application. The DSL will then deal with the matter in consultation with the Education Safeguarding Team, Children and Families and health care professionals (see also Child Protection Policy). Other support agencies working within the school classroom context are governed by the school's confidentiality policy, although health professionals such as school counsellors/nurses will be bound by their professional confidentiality guidelines.

Parental Withdrawal

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the National Science or Health Education curriculum.

If a parent wishes their child to be withdrawn from SE lessons, they should declare this on their new starter forms when their child starts at Thomas Adams School, discuss this with the PSHE lead or discuss this with the Head teacher. Parents must make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. The PSHE Co-ordinator is happy to liaise with parents and send resources home, which may help parents make an informed decision. Students will be removed from the sex education lessons if the parent informs the school of this desire.

Under the 2020 guidelines, a Year 11 student can over ride their parents' wishes not to receive sex education. If a student does not want to be withdrawn and wishes to receive SE, stems before their 16th birthday (the legal age of consent). This is in line with the guidance given in the DOfE's Statutory Guidance. (Relationships Education, Relationships and Sex Education (RSE) and Health Education [July 2019]).

The student should write a letter to the Head teacher, expressing their desire to receive sex education, following this, the Head teacher will explain to the student the process for this to take place.

By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
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

TOPIC	STUDENTS SHOULD KNOW
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 • 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	<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)

TOPIC	STUDENTS SHOULD KNOW
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 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

Appendix 4

RSE Policy Consultation 2022/23

Rationale.

The survey was conducted following the Trust's directive to introduce a standardised policy across all schools. The survey was conducted between 12/9 till the 18/9 and the school received 35 responses.

Question Responses

Question 1 – Is our RSE Policy Clearly written and easy to understand?

Response	Count	Percentage
Yes	34	97%
No	1	3%

The responses demonstrate that the policy is easy to understand, with the negative response explained in question 2.

Question 2 – You answered no, what could make it clearer?

The only response to this was

“It's not the role of the school to deliver this information to my child. Nor the governments!”

This response shows that the negative was not against the writing of the policy but a protest on the spirit of the policy.

Question 3. The policy makes it clear what lessons constitute a Sex Education Lesson

Response	Count	Percentage
Yes	34	97%
No	1	3%

When analysing the response, the negative is the same respondent as above and again can be seen as a protest against the policy.

Question 4 - To what extent do you agree with the following statement about our RSE Policy and Curriculum: “I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students”.

Response	Count	Percentage
Strongly Agree	17	49%
Agree	15	43%
Neutral	2	6%
Disagree	0	0%
Strongly Disagree	1	3%

The questions show that 92% of responses believe that the school will provide sensitive and age appropriate RSE. The strongly disagree is the parent who feels strongly against relationship education.

Question 5 - Having read the policy, do you understand the procedure of Parental Withdrawal from Sex Education?

Response	Count	Percentage
Yes	35	100%
No	0	0%

The responses show that the procedure to withdraw students is understandable.

Question 6 - You answered no, what more information would you like or made clearer?

Due to all parents responding that they understand the procedure, there were no responses to this

question.

Question 7 - Are there any changes to the PSHE/RSE curriculum that you think should be made?

Most of the comments were No/NA.

- Consent and how to report a situation where a person feels forced or pressured into a sexual situation
- Some contracted information needs to be explained further - what is 'HSB' & 'HSB Comments Lesson'?
- Abolishing it and replacing it with quality academic education instead of this cultural indoctrination. When I was growing up, imparting this sort of information this was very much considered to be the reserve of parents and was NOT the business of the schools or the state. There is far too much external interference in parenting these days. Why is it that children cannot be allowed to develop naturally and at their own speed anymore?
- "There should be more on coercive control, the different forms it can take, red flags and how to get out of these situations.
- There should be more focus on charitable organisations individuals can approach regarding support on any of these subjects. E.g you carer groups, childline etc. children should be given access to a list of organisations they can contact. A section should be created on the school website and/or arbor where children can go to access these details easily.

School Actions

- Further clarification on HSB lesson.
- Look to include more on coercive control.

Question 8 - As a Parent, do you feel we could support you further with our information and guidance on certain topics and how would you prefer this is be communicated? Please note, we have a new Personal Development Hub that provides you with the Sex Ed. lessons on our website.

- Yes
- Any info will be great sent through the app
- Yes
- No, you are there to teach our children not indoctrinate them. Other than in an academic respect, the personal development of a child should be between them and their parents.
- Perhaps schools should spend less time indoctrinating children and interfering with parenting and more of their time in actually delivering quality academic education. Teach them HOW to think, not WHAT to think.
- no
- The personal development hub needs to be communicated to parents, by email, arbor and Facebook, most do not know where this is.
- Happy with the support and guidance offered.

The responses show that the personal development hub would be a welcome addition to the school's communication and support. Z

School Action

- Communicate to parents about the Personal Development Hub.

Comment	Response
Question 6: Are there any changes to the PSHE/RSE curriculum that you think should be made?	
<p>I feel that children are given too detailed sex education at a early age, all children develop differently and I as a parent feel my right to choose when my child is ready for such information is taken away. I know I have the right to withdraw my child from the class but if all the class is learning about it then my child will hear it second hand which could be worse. Why can't we let children be children and parents be parents??</p>	<p>The changes made are in relation to a change in the government's directive for state and academy secondary schools within England. These changes were implemented by the government working collaboratively with groups of various beliefs and agendas. As a school we have to balance government directives and what we believe is appropriate for our students. We feel the curriculum we have created is age appropriate. Unfortunately we do recognise that peer to peer communication will happen, we are going to make relevant material available to you so you can discuss with your child.</p>
<p>Coercive control should be addressed in more detail - the legal and relationship aspects. Young people need to be informed that coercive control has many forms including financial and social. I would like to see more detail about how abortion is covered - I am concerned that women's existing legal rights to safe legal abortion may not be given sufficient prominence in the context of religious and other objections which seek to curtail those rights of access. I feel that those objections are better addressed in the context of Religious Studies. There is no suggestion for example that a 'balanced view' around differing cultural views towards FGM is required so abortion should be treated similarly and cultural viewpoints should not given undue weight which may interfere with girls' access to accurate medical and legal information.</p>	<p>When we teach Coercive control we look at different aspects of how someone can be controlled by their partner, the signs they should look out for and where to seek help should they need it. In terms of FGM and abortion, we cover them from a secular viewpoint. Abortion is treated as a balanced discussion. When we discuss FGM, we do inform students of its cultural associations but with care, we are interested in raising awareness of FGM, that it is illegal and against a woman's free will rather than commenting on culture.</p> <p>Following your comment we will review how we look at coercive control and ensure that we are teaching it in an appropriate manner.</p>
<p>I think a lot more needs to be done on bullying, especially over social media. How to recognise it and how to report it. General social media use and how it is difficult to convey and read tone in text.</p>	<p>We cover a lot of issues relating to social media and its inappropriate use throughout Years 7 – 13 as part of spiral curriculum.</p>
<p>Adoption discussions need to be handled with care and I am not sure this is stressed enough. There are confidentiality issues around it and my child with special needs may not know when to halt or take more</p>	<p>Adoption is treated with care, the lesson where we discuss adoption was one of the more time consuming lessons to plan. Once planned it was checked by people who have been involved with the process and are currently going through the process in order to ensure the "right" message was put across. The teachers are carefully</p>

<p>care within the class discussion, especially as some others attending the school may well know the local birth family. Secondly, I have has some concern over the issues of LGBT etc being taught to an autistic son, (at a different school), who wanted then to wear a dress to a non-school uniform day. Accepting others and reality is not quite there yet. Reality needs proper discussion not hid under a table. My child would have been beaten up or teased if he had followed through with his wish, and schools need to realise that vulnerable children do not always recognise that a 'safe' classroom discussion is not always the 'reality' outside.</p>	<p>selected for the lessons and are able to handle sensitive issues and preconceptions. At Thomas Adams, we take seriously the issue of inclusivity, we try our best to ensure that our students are accepting of others regardless of race, sexual orientation or gender. We are considering setting up a "Social Equality" group with the ambition of further promoting equality related values within school.</p>
<p>Question 7: As a Parent, do you feel we could support you further with our information and guidance on certain topics and how would you prefer this is be communicated?</p>	
<p>would like to see the lesson first and be able to talk to my child before they have the lesson.</p>	<p>It is our intention to create a PSHE/RSE related area of our website. RSE lessons and resources will be available there. In the meantime, contact enquiries@thomasadams.net and we will be able to provide you with those lessons.</p>
<p>email detailing what will be taught in each year group so parents can talk to their children at home</p>	<p>We will provide communication via the school app with links to the PSHE overview document.</p>
<p>like that there is always a text to remind parents of the days and topics covered.</p>	<p>We will provide communication via the school app with links to the PSHE overview document.</p>
<p>Having a working background in intimate partner violence (we moved away from domestic violence as a term as this implies violence only happens at home) I would hope that modules include discussions around financial & coercive control as both these factors have been increasing over the past 5 years and, coercive control is now recognised as stand alone abuse in a court of law.</p>	<p>Following your comment we will review how we look at coercive control and ensure that we are teaching it in an appropriate manner.</p>
<p>provide updates on content of lessons so appropriate support and discussions can take place at home.</p>	<p>It is our intention to create a PSHE/RSE related area of our website. RSE lessons and resources will be available there. In the meantime, contact</p>

	enquiries@thomasadams.net and we will be able to provide you with those lessons.
Communication on what will be taught ahead of time in order to provide the right support if needed. I think you have advised of this in previous sessions.	We will provide communication via the school app with links to the PSHE overview document.
Probably, I think the communication always seems one way and normally after the fact, it would be good to consult parents who can offer and wish to offer value to decision making in areas they know and understand.	It is our intention to create a PSHE/RSE related area of our website. RSE lessons and resources will be available there. In the meantime, contact enquiries@thomasadams.net and we will be able to provide you with those lessons.