



# **The Thomas Adams School**

## **Policy Statement**

### **Relationship and Sex Education**

Updated January 2022

Reviewed by Governors

This policy is currently under review as part of the school's work following the updated Sexual Violence and Sexual Harassment between children in schools and colleges (September 2021). The teaching of RSE and lessons will be reviewed as part of the process which includes stakeholder voice to assess the relevance of the lessons and where improvements can be made and a review of terminology used.

The following DofE documents provided guidance for this policy

- 'Keeping Children Safe in Education 2021
- Sexual Violence and Sexual Harassment between children in schools and colleges (September 2021)
- Working Together to Safeguard Children (May 2018)
- The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019. Following the recommendations in the RSE regulations, parental feedback was collected as part of a consultation process in November and December 2020 (Appendix 2).

## **1. Introduction and Intent**

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. We follow aspects of the award winning Shropshire Council 'Respect Yourself' programme, which our school contributed to the writing of.

Our RSE (Relationship and Sex Education) policy's ambition is to develop within our pupils the understanding and skills required to develop positive and healthy relationships. RSE is an opportunity for students to understand their emerging sexuality and that of others in a positive and caring environment. RSE is part of the Personal, Social Health and Citizenship Education curriculum (PSHE) in our school. While we use RSE to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. 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.

This policy's aim is to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. The intention is to encourage the acquisition of skills and attitudes which allow students to manage their relationships, both currently and in the future, in a responsible, happy and healthy way.

## **2. Definition**

In addition to its inclusion in the PSHE curriculum, RSE is part of a whole school responsibility that all staff have to help students learn about managing relationships, as such it is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes and the school's pastoral system. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the

school, relationships with one another, including staff and parents, socialisation, values and attitudes.

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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (Formally known as 'sexting')
- FGM
- Pornography
- Puberty
- Risks of unprotected sex and abortion.
- Having Children
- Revenge Porn
- Consent and Sexual Boundaries
- Parenting Pathways
- Risk Taking Behaviour.

As stated later in the policy, it is these lessons which parents have the option to withdraw from and only these. However it is also important to note that a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if this is contra to the wishes of their parent/carer.

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

### **3. Aims and objectives**

We teach young people about:

- The physical development of their bodies as they grow into adults; (also on Science curriculum);
- The way humans reproduce; (also on Science curriculum) and how children can have families through other means such as fertility treatment and adoption;
- Contraception, safer sex and family planning;
- Sexual health and sexually transmitted infections (STIs) including HIV/AIDS;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- The importance of family life; different parenting styles;
- Sexual orientation, LGBT and Homophobia;
- Moral questions including abortion and domestic violence;
- Respect for the views of other people;
- Sexual abuse;
- Where to seek help and advice;
- How to have safe online relationships, including the potential dangers such as sexting, grooming;
- The dangers of pornography;
- How to deal with break ups and conflict management in relationships and the family unit;
- Dealing with grief and suicide.

The School has a history of being at the forefront of PSHE education, as part of the introduction of statutory RSE in 2020, the school was an early adopter of the programme in the 2019/2020 academic year, piloting and teaching new topics and providing the Department for Education with feedback. Prior to this, the school was one of four schools in the county which formed a pilot project to develop good practice in developing relationships and sex education in schools. (This resulted in the completion of the 'Respect Yourself' programme.)

### **4. Rationale**

We teach RSE in the context of the school's aims and values framework, giving young people information about sexual behaviour, with an awareness of the moral code and values which underpin all our work in the school. In particular, we teach RSE in the belief that:

- RSE is part of a wider social, personal, spiritual and moral education process;
- young people should be taught to have respect for their own bodies;
- young people should learn about their responsibilities to others and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law;
- it is important to build positive relationships with others, involving trust and respect;
- young people need to develop personal responsibility, self respect and appropriate decision making skills

- young people will have the opportunity to express themselves in a trusted safe environment; developing positivity and being more likely to develop non-exploitative, caring relationships and resilience in, and skills to avoid, being exploited by others.

## 5. Organisation

Sex and Relationships Education is developed and maintained by Assistant Head teacher for Wider Curriculum, who is responsible for the overall planning, implementation and review of the programme. The teaching programme is delivered in PSHE lessons and as discrete units in Science. For our Sixth Form, RSE features as part of the PSHE programme which takes place once per week during form time.

## 6. Delivery

Delivery of RSE is through planned aspects within the Science and PSHE curricula. Moral and ethical issues addressed in subject areas which may arise from apparently unrelated topics in the National Curriculum subjects, will not be deemed to be part of the sex education programme and therefore not subject to the parental right to withdrawal. Delivery for the sixth form element is once per week during form time. Teaching of sex education will be taught by

- **Teaching approaches.** A variety of approaches are used to ensure pupils are actively engaged in their learning. These include discussion, group work, drama and other active learning techniques. Where a sensitive issue arises, such as HIV/Aids or abortion, the teacher is expected to present this issue with a balanced way, avoiding sensationalism and personal bias.
- **Pupil groupings.** Young people are taught in mixed ability, mixed gender, and occasional single sex groupings, in their forms. RSE is taught as part of the drop down day format. Therefore all teaching staff are required to deliver such content.
- **Time allocation.** RSE forms part of the curriculum in every year group as part of the PSHE drop down day format, consisting of 30 lessons per year, over the five year groups, of which, RSHE content is covered in 66 lessons.
- **Guidance and Support.** The Thomas Adams School may offer individual guidance to students within its pastoral care as necessary and in liaison with parents and appropriate agencies. RSE at Thomas Adams should not be regarded in isolation from the other elements of the Personal, Social and Health Education and Pastoral systems within the School, which also make a contribution to the success of such a programme. The programme also recognises the contribution of the wider community to this process.

The course is designed to build upon the work undertaken at Key Stage 2 where students have looked at relationships, caring for others, body parts and changes, gender issues, reproduction and menstruation. It is directly linked to those partner primary schools who have chosen to deliver the transition project for the 'Respect Yourself' programme.

The selection of topics and teaching materials will be appropriate to the needs and ages of the students. Therefore, contentious issues will tend to occur later in the course but will be dealt with sensitively if they arise earlier. Parents are welcome to view materials before students undertake the course.

Approaches will vary according to the materials used and the objectives of the lesson will generally be student-centred and involve discussion and group work. Teachers are selected upon their experience of teaching sex education as part of an RSE team and it is a priority of the 2021/22 PSHE development plan to provide them with CPD.

## **7. Specific Issues**

Sensitive and controversial issues within sex education will inevitably arise. Topics such as contraception, abortion, HIV / AIDS, sexual orientation, LGBTQ+ and Harmful Sexual Behaviour, will arise as part of the planned curriculum or be introduced by the students themselves during discussion or group work. In these situations, teachers should present such issues in a broad and balanced way, free from sensationalism and personal bias and in a supportive climate, which allows for objective discussion.

The following statements reflect the School's attitude to these sensitive issues:

**(i) Contraception.** Teachers may give information about contraception as part of class or group work. They may not provide personal advice to students under 16 years. A teacher approached by an individual student for specific advice on contraception should, wherever possible, encourage the student to seek advice from his or her parent/carer and, if appropriate, from the relevant health service professional. Health and Advice services are available on site, such as the school nurse and CHAT service.

**(ii) Abortion.** Students are presented with a balanced view which respects a range of religious and family beliefs and they will also be made aware of the Law on abortion. Students are encouraged to arrive at their own informed viewpoint on this issue.

**(iii) Sexual Abuse.** Should a student take the opportunity to disclose information concerning sexual abuse, the School's safeguarding team should be informed immediately. The Shropshire safeguarding procedures should then be followed fully.

**(iv) Harmful Sexual Behaviour.** This includes sexual harassment and sexual violence, name-calling and sexual innuendoes as well as actions such as upskirting. Students are given the opportunity to discuss the unacceptability of such behaviour and are helped to develop skills to cope with it, should it occur. The procedures for dealing with this issue are laid down in the School's Anti-Bullying policy.

**(v) STIs.** It is a compulsory part of sex education to include HIV and other STIs. Teachers may give information about HIV and STIs as part of class or group work on safer sex. They may not provide personal advice to students under 16 years. A teacher should, if approached by a student for specific advice, encourage the student to seek advice from parents/carers and relevant health service professionals. They may give sources of relevant health professionals

**(vi) Forced Marriage and Honour Based Abuse (including FGM).** The school raises awareness of forced marriage and honour based abuse (including FGM and Breast Ironing) amongst staff as part of the bi-annual safeguarding update (held September 2021). This training makes staff aware of indicators for such abuse and the key messages required when delivering such content to students as part of the RSE programme. The school aims to raise awareness among both students and staff about the warning signs of female genital mutilation (FGM). Staff are legally required to report 'known' cases of FGM in under 18s to

the police. If any disclosures are made to staff, these should be passed on immediately to the police, and we would also advise staff to liaise with the school safeguarding team using the safeguarding app or by speaking to the Designated Safeguarding Lead. Students are taught about FGM in Year 9 on the first My Future Day by staff who are experienced in teaching this topic and Honour Based Abuse is taught during Year 11.

## **8. SEND**

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support is given to students during My Future days and where it is believed to be required. Targeted group programmes may be considered where teaching assistants who work closely with these students feel it is relevant. Parents will be consulted if this decision is made.

## **9. 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.
- The school informs parents of the topics for My Future Days in advance and liaises with parents/carers who want to be informed of the topics to assess if their child is suitable.

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.

## **10. 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 Assistant Head teacher for wider development 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, up to the age of 15 (three academic terms before they become 16). The school intends to create a Personal Development Hub in the academic year 2021/22 to support parents. The Assistant Head teacher for Wider Curriculum 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, at age 15 a 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, up to three academic terms before their 16<sup>th</sup> birthday (the legal age of consent). This is in line with the guidance given in the DfE'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.

### **11. The Role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the young people with regard to health education. In particular, members of the Local Authority, for example, the Shropshire Community Health Team's CHAT service. When working within the school, the professional should abide by their organisation's safeguarding policies but also their professional organisation's code of conduct. CHAT nurses offer an appointment based system at lunch times and present on their role within the school to each year group within the first half term of the academic year. Pupils also have the ability to text the school nurse should they wish to discuss a matter in further detail away from the school context.

### **12. Confidentiality and Safeguarding**

Teachers conduct RSE lessons in a sensitive manner. If a young person makes a reference to being involved, or likely to be involved in activities that may be harmful, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with the School's Safeguarding and 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 or dedicated email. The DSL will then deal with the matter in consultation with the Shropshire Threshold Document – Accessing the Right Service at the Right Time (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.

**Teenage Pregnancy.** If a pupil of statutory school age discloses to a teacher that she is or maybe pregnant then the teacher will follow the School's Child Protection Policy and notify the DSL who must then notify the Education Welfare Officer and the Safeguarding Team.

### **13. The role of the Head Teacher**

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our RSE Policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher ensures that liaison with external agencies takes place regarding the school sex and relationships programme. They ensure that all adults who work with young people are aware of the school policy, and that all staff work within this framework.

The Head Teacher ensures that this policy is monitored on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Head Teacher ensures that student representatives are consulted about RSE policy and provision and ensure their views are reflected in school policy.

### **14. The Role of the Governors**

The nominated governor Jo Hickson will have a link role between the school and the governing body for Child Protection, RSE and teenage pregnancy.

### **15. Complaint procedure**

Any parents/carers with concerns about this policy should discuss this directly with the Head Teacher. In the unlikely event that the concern cannot be dealt with, parents/carers should follow the school's complaints procedure which can be found on the school website.

### **16. Monitoring and review**

Sex and Relationships Education will be monitored by the Assistant Head Teacher for Wider Curriculum. 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]).

**The Curriculum Committee of the governing body monitors our Sex and Relationships Policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.**

The Curriculum Committee will give serious consideration to any comments from parents about the Sex and Relationships programme, and will make a record of all such comments. Governors require the School to keep a written record, giving details of the content and delivery of the sex and relationships programme that we teach in our school.

This policy has been reviewed and updated with parents, pupils and staff and approved by the school governors. It will be reviewed every two years.

### **Related Policies**

- PSHE Policy
- Behaviour Policy
- Curriculum Intent Statement
- Equal Opportunities and Education in a Diverse Society Policy
- Keeping Children Safe in Education 2021
- Safeguarding and Child Protection
- Complaints Policy
- SEND Policy
- Student Involvement and Responsibility Policy

- **Appendix**

**Appendix 1- DfE KS 4 Learning Outcomes**

Key Stage 4 - By the end of secondary school:

**Please see the PSHE Curriculum Tracking Document to see where these lessons take place and as proof that the school includes this within its curriculum.**

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships .</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protection not available to couples who are cohabiting or who have married in an unregistered religious ceremony</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to raising of children, including characteristics of successful parenting</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is Insafe (and to recognise this in others 'relationships) and how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
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<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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 relationships practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>

<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>Intimate and sexual relationships including sexual health</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

Appendix 2 – Responses to Parental comments from RSE Survey Nov/Dec 2020

Comment	Response
<p>Question 6: Are there any changes to the PSHE/RSE curriculum that you think should be made?</p>	
<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</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</p>

<p>may not know when to halt or take more 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>the process and are currently going through the process in order to ensure the "right" message was put across. The teachers are carefully 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 <a href="mailto:enquiries@thomasadams.net">enquiries@thomasadams.net</a> 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>I 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 &amp; 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 <a href="mailto:enquiries@thomasadams.net">enquiries@thomasadams.net</a> and we will be able to provide you with those lessons.</p>
<p>Communication on what will be taught</p>	<p>We will provide communication via the school</p>

<p>ahead of time in order to provide the right support if needed. I think you have advised of this in previous sessions.</p>	<p>app with links to the PSHE overview document.</p>
<p>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.</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 <a href="mailto:enquiries@thomasadams.net">enquiries@thomasadams.net</a> and we will be able to provide you with those lessons.</p>