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## Harrogate High School

### Sex and Relationships Education (SRE) Policy

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**This policy links to HHS school's vision...***"to ensure all our students have a right to a healthy life and, as such, are equipped with the knowledge, guidance and application to make decisions based on information and an understanding of any consequences of their actions on themselves and others"*. It also links to;

- Safeguarding/Child Protection
- Confidentiality Policy
- PSHE Policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Equalities
- Online safety policy

As a school that delivers SRE guidance, we have a statutory duty to have due regard to the 'Sex and Relationship Education Guidance issued by the DfEE (0116/2000)'. This has also been supplemented by guidance from the 'Sex and Relationships Education for the 21<sup>st</sup> Century' (DfEE, 2014). This policy is written in accordance to the most up to date guidance from contained in the above documents.

#### **The schools values/ethos**

The SRE (Sex Relationships Education) curriculum ensures that students can develop an awareness, understanding and respect for themselves, including: self-esteem and self-confidence. It supports students to develop informed decisions about their choices and actions they may follow. During this time, we aim to promote an understanding of empathy that enables all students to treat others with fairness and respect. The curriculum also ensures that students understand the importance of a relationship based on mutual respect and trust and that is within the law of this country.

The SRE curriculum supports us to meet our whole vision which states that: *"We will work together to raise the achievement of all students, thereby improving their life chances...we will enable our young people to lead a balanced life as adults, capable of contributing to their community"*.

#### **Definition and objectives for SRE**

Sex and relationships education is learning about the physical, emotional, social and moral aspects of growing up, relationships, sex, sexuality (these include: Lesbian, Gay, Bisexual

and Transgender (LGBT)) and sexual health. It supports students to gain accurate information, to give students essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships both online and offline, thus enabling them to take responsibility for their relationships, sexual health and wellbeing. These are fundamental aspects of SRE.

### **Sex and Relationship Education in this school has three main elements:**

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable and loving relationships
- learning the value of respect, love and care that are healthy, equal and safe
- exploring, considering and understanding moral dilemma
- challenge stereotypes and gendered expectations
- developing critical thinking as part of decision making

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- develop assertiveness skills to manage negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- Understand a range of sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge homophobic, biphobic and transphobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

#### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay
- the avoidance of unplanned pregnancy
- Child Exploitation and Online Protection (CEOP) advice on internet safety
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- learn about the law and sexual consent

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE beyond the Science National Curriculum. The policy makes specific reference to any on-site sexual health services and has been developed in co-operation with the Executive Principal, families, students, and other professionals to ensure that SRE addresses the needs of students, local issues and trends. The Governing Body will continue their involvement through regular monitoring and evaluation of provision and policy (this monitoring applies to both the taught curriculum and the wider areas of school life e.g. school nurse). They will also ensure that the policy is available to parents and that parents know of their right to withdraw their children.

The Governing Body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities.

The Governing Body also has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how students may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Specific issues include: sexual exploitation, domestic violence, bullying (including cyber bullying), sexting and teenage relationship abuse.

### **The Executive Principal**

The Executive Principal has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Executive Principals responsibilities in respect of SRE are to:

- work with Governors to ensure compliance with Government Legislation
- liaise with the Wellbeing coordinator to ensure the effective delivery and monitoring of the SRE within the curriculum
- keep the Governing Body fully informed of provision, issues and progress around SRE issues
- act upon any concerns which may arise from students disclosure during SRE sessions
- monitor staff training requirements in relation to effective teaching and learning of SRE

### **The Wellbeing Coordinator**

The school has a Wellbeing coordinator, Mr L Wilson who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- consider the needs of all students, and to recognise that the school might need to address some specific issues
- consult with students to inform provision around SRE
- access appropriate training
- monitor and advise in the organisation, planning and resourcing of SRE
- ensure procedures for assessment, monitoring and evaluating are included
- liaise with the named Governing Body for SRE
- liaise with any service provision to support aspects of sexual health
- review and update the policy annually

## **Parents/Carers**

The school aims to work in active partnership with families, to value their views and to keep them informed of the SRE provision. If a parent/ carer has any concerns about the SRE provision then time will be taken to address these concerns. Families are invited to review the resources and can contact the Executive Principal with any queries or concerns.

## **The Parental Right to withdraw their child from SRE lessons**

Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons which are not part of the Science National Curriculum. Parents will be notified in writing of the programme and the content for SRE and they will be reminded of their right to withdraw their children. Parents will also be provided with information on how to access support to enable them to talk to their children about SRE, for example, through the parent/carer section on the family planning association website (<http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>). Parents wanting to exercise this right are invited to see the Executive Principal who will explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lessons.

## **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring additional experience, skills or knowledge to the classroom that teachers may not always have. The wellbeing coordinator/a member of staff will have agreed the learning outcomes for the session and previewed the material that is going to be used to ensure it meets the needs of the students (**see appendix 1**). A member of teaching staff will be actively present at all times when an external contributor is working with students. All external visitors should have a Disclosure and Barring Service (DBS) check.

## **Further targeted supported is also provided by:**

- School health
- Social care
- Just B support
- Compass- substance misuse
- Integrated services- CAF team- multiagency support
- Thirsk Clock- works with those vulnerable of becoming NEET
- Young Carers- looking after parents or siblings who have a disability
- CAMHS- child and adult mental health service
- PRS- pupil referral service
- Educational Psychologist
- Harrogate Collaborative- medical, attendance and behaviour panel
- Youth Justice Service
- Looked after Children's team

## **Special Educational Needs (SEN) support:**

- Visual and hearing impairment team
- ASCOSS (Autism Spectrum Condition Outreach Support Service)
- Springwater outreach- moderate and severe learning difficulties
- Rossett EMS (Enhanced Mainstream School)- specific learning difficulties

## Delivery of SRE and the Curriculum

The sex education elements of the National Curriculum for Science are mandatory for all students of secondary school age; these can be seen below, along with additional areas of SRE:

Key stage	Science Curriculum	Additional SRE
<b>KS3</b>	<p>Human reproductive cycle which includes: adolescence, fertilisation and foetal development.</p> <p>Also covered are: variation in humans, types, causes, selective breeding.</p>	<p>In KS3 students participate in lessons covering topics such as: decision making, personal hygiene, respectful relationships and delaying sexual relationships and puberty. Topics will also be explored in a cross-curricular links with other subjects.</p> <p>In KS3 students also cover key topics such as online safety through Facebook, Twitter, IM and other social networks, privacy setting, friends online that you do not know, bullying, and chat rooms. Students then make a television advert to show the dangers covered in the unit.</p>
<b>KS4</b>	<p><b>Y10- IGCSE</b> Human reproduction including menstrual cycle, DNA, genes, chromosomes, genetic diagrams.</p> <p><b>Year 11- IGCSE</b> Selective breeding, cloning, genetic modification, genetic treatment. All done from science involved e.g. hormones and physiology as opposed to SRE.</p> <p>BTEC students do not cover SRE at all.</p>	<p>In the summer term, all Year 9 students will develop their knowledge and understanding of: relationships, decision making, the law, contraception and sexually transmitted infections, as part of a scheme of work which will be delivered in Citizenship lessons. Contraception and sexually transmitted infections will be delivered in gender specific groups.</p>
<b>KS5</b>	<p><b>YEAR 13</b> Control of mammalian oestrus, The mammalian oestrous cycle is controlled by FSH, LH, progesterone and oestrogen. The secretion of FSH, LH, progesterone and oestrogen is controlled by interacting negative and positive feedback loops (this is also covered at IGCSE).</p>	<p>In Year 12/13 student are given talks on 'well woman' and 'well man' by the local School Nurse.</p>

SRE will be delivered by the School Nurse, teacher of RE and citizenship and be supported by the Wellbeing Coordinator. A bespoke SRE programme is delivered to those students

with Special Educational Needs. The range of teaching resources and teaching methods used and the methodology for selecting the resources can be seen in **appendix 2**.

### **Assessing, Monitoring, Evaluating and Reviewing SRE**

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:

- be planned from the beginning as an integral part of teaching and learning
- provide regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- involve students in discussion about learning outcomes
- include students as partners in the assessment process e.g. through self-assessment and peer-assessment.
- reflect the principles of inclusion and the range of students learning styles enabling all students to demonstrate their achievement.

The school's Curriculum lead will be responsible for monitoring the provision of SRE and for reporting the results to the Senior Leadership Team, and via the Executive Principal to the Governors' Education Committee. The Wellbeing coordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

### **Monitoring and Evaluation**

The SRE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of students, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed annually for the following purposes:

- to review and plan the content and delivery of the programme of study for SRE
- to review resources and renew as appropriate
- to update training in line with current guidance and staff identified needs

### **Safeguarding and Confidentiality**

SRE can be a sensitive issue. It is the responsibility of the school to support its students and to carry out its functions with a view to safeguarding and promoting the welfare of students. In fulfilling this duty they must have regard to guidance around safeguarding. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with students at the onset of work. Students will be made aware of the law relating to sexual offences and about the remit of confidentiality, specifically, that teachers cannot guarantee students unconditional confidentiality. Teachers should use a range of strategies to limit inappropriate questions being asked e.g. a question box with the questions being answered in the next session. If students ask particularly sensitive questions that appears to be inappropriate in the circumstances, the teacher will acknowledge the question but say due to the nature of the question they will return to it at the end of the lesson. This will give the teacher time to consider the question- and if required- ask another member of staff to be present whilst they talk further with the student, on a one-to-one basis.

If the teacher judges it necessary, the student could be advised to speak to their designated Learning Manager or the School Nurse, and could then be provided with information about where to get further help or, if the matter is considered a potential safeguarding issue, Ann Francis, Charlotte Clarke, Sue Wilkinson and Rickie Wilson are the current designated teachers and will be notified. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

## **Disclosure**

The sexual offences act 2003 clearly states that 'although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if of a similar age, unless it involved abuse or exploitation. And 'the law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STI's, protecting their safety or promoting their wellbeing will not be guilty of an offence'.

If a member of staff learns that a student under the age of 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- it is suggested that the young person should talk to their parent/carer (if the young person does not want their parent/carer to know, we will respect their right to confidentiality).
- Child Protection issues are addressed
- the young person receives adequate counselling and information

## **Diversity (including sexual orientation)**

Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is essential that we promote all students' spiritual, moral, social and cultural development to enable them to participate fully in a democratic, modern Britain. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for SRE.

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum caters for LGBT and heterosexual students. The school is also proactive in preventing homophobic, biphobic and transphobic bullying and aims to make all children and young people feel included, promote equality and foster good relations.

## **On-site sexual health services in Secondary Schools**

Staff can refer students for one-to-one meetings with the School Nurse who are available in school two mornings per week. There is also a self-referral system, whereby students can request a meeting. Throughout the Key Stages, health professionals will be invited to help the teaching and learning process.

## **Sexual Offences Act 2003**

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to SRE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation.

The Act recognises:

- the legal age for young people to consent to have sex is still 16, regardless of sexual orientation
- although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people if a similar age, unless it involves abuse or exploitation
- young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence
- the law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence
- the aim of the law is to protect the safety and rights of young people and make it

easier to prosecute people who pressure or force others into having sex they don't want

### **Sexual Offences**

If the school is concerned about students who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching, the following steps will be taken:

- assess any safeguarding issues
- discuss with the parent/carer being mindful not to make the parent/carer feel that the behaviour is wrong in itself but rather, maybe more appropriate at other times
- discuss with the student (in an age appropriate way) giving the same messages as above
- suggest to parents that the student visits the doctor to rule out any infections or physical reasons
- talk to the health visitor/ school health professional for further advice

### **Forced Marriage**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

If a member of school staff is concerned about a potential forced marriage they should:

- follow normal safeguarding/child protection procedure
- refer to the Designated Senior Person in school who may seek advice from Social Care

### **Female Genital Mutilation**

Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The procedure has no health benefits for girls and women. Procedures can cause severe bleeding and problems urinating, infections and infertility as well as complications in child birth (WHO, 2014). FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

**There are four types of procedures:**

- **Type 1 Clitoridectomy-** partial/total removal of clitoris
- **Type 2 Excision-** partial/total removal of clitoris and labia minora
- **Type 3 Infibulation-** entrance to vagina is narrowed by repositioning the inner/outer labia
- **Type 4-** all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

**Members of staff should look out for the following indicators:**

- student talking about getting ready for a special ceremony
- family taking a long trip abroad

- students family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the students sibling has undergone FGM
- student talks about going abroad to be 'cut' or to prepare for marriage

**Signs that may indicate a child has undergone FGM:**

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure

If a member of school staff is concerned about a student that might have undergone/be at risk of undertaking FGM they should:

- follow normal safeguarding/child protection procedure
- refer to the Designated Senior Person in school who may seek advice from Social Care

**Child Sexual Exploitation (CSE)**

The National Working Group (NWG) for Sexually Exploited Children and Young People (2008) specific that "sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities".

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones, without immediate payment or gain. In all cases, those exploiting the young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability" (NWG for Sexually Exploited Children and Young People, 2008).

The following list of indicators is not exhaustive but it does highlight common signs which can assist professionals in identifying young people who may be victims of sexual exploitation.

**Signs include:**

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse

If a member of school staff is concerned about a forced marriage they should:

- follow normal safeguarding/child protection procedure
- refer to the Designated Senior Person in school who may seek advice from Social Care

**Self-Taken Images – ‘Sexting’**

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. Once these images have been taken and sent to others, control is lost and they can be seen by anyone. This puts the person in the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

It is illegal to send an indecent picture of a person under 18 on to someone else. If anyone were to have in their possession an indecent image of another minor, they would technically be in possession of an indecent image of a child, which is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

The present advice for students is if they receive an indecent image or text from someone is not to send this image on to others. The student should speak to a trusted adult. If an

indecent image has been posted in the online environment, a member of staff will contact the service provider, such as Facebook, or YouTube to have it removed.

If a member of school staff is shown or discovers an indecent image then:

- refer to the Designated Senior Person in school who may seek advice from Social Care

If possible, clarify and make note of the image:

- what is it?
- of whom?
- who took it?
- how/why does the student have it on their device/phone?

**Appendix 1**

**Partners in School Agreement Form  
Supporting the Sex and Relationships Education Curriculum**

The aim of this document is to ensure that both the school and the external partner's are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the students benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

**School:**

**Lead contact person:**

**Second contact person:**

**Tel:**

**Email:**

**Agency:**

**Lead contact person:**

**Name of person(s) delivering the session:**

**Tel:**

**Email:**

**What is the aim of the session?**

**What type of session is being delivered? (lesson, assembly, drop down day etc)**

**What are the intended learning outcomes for the students?**

**Is the partner agency delivering the whole session or contributing to part of session?**

**What activities and methods will be used during the session?**

Date/Time	Year / Class	Number of students	Any special needs or sensitive issues to be aware of?	Any equipment that needs to be provided by the school?

**Planning checklist**

Aspects to be considered	Any agreed actions
Is it clear how the partner's contribution fits with the planned SRE scheme of work?	
Is there a good understanding of the values of the partner agency and the reasons for working with schools?	
Have the relevant DBS checking procedures been followed?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g. behaviour, child protection, health and safety, substances and sex and relationships?	
There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?	
Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.	
Is it clear how the students learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.	
Appropriate monitoring and evaluation of the session has been discussed and agreed?	

## Appendix 2

### Criteria for choosing appropriate resources to support the teaching of SRE

#### Good Practice Principles:

- Is the resource in line with the school's ethos, values and policy statements for SRE?
- Is there guidance on identifying students' existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

#### Teaching and Learning:

- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

#### Content:

- Does the content covered meet with students' needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage students to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage students to reflect on their learning and apply it to situations in their own lives?

#### Curriculum Issues:

- Does it contribute to broad and balanced SRE provision?
- Does the resource support continuity and progression across the key stages and curriculum subjects?

#### Could this be stated overtly above rather than being repeated throughout?

If a member of school staff is concerned about a forced marriage they should:

- follow normal safeguarding/child protection procedure
- refer to the Designated Senior Person in school who may seek advice from Social Care