



Relationships and Sex Education and Health Education policy

King's Academy Binfield and King's Academy Oakwood

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| Approved by: | Sarah Howells | Date: September 2020 |
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1. Aims

The aims of relationships and sex and health education (RSHE) at our academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them 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, safe and respectful culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

King's Academy Binfield and King's Academy Oakwood pride ourselves on being an inclusive and diverse school and all aspects of our relationships and sex education policy reflect this.

2. Statutory requirements

As an all through academy we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are 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.

At King's Academy Binfield and King's Academy Oakwood we teach RSHE as set out in this policy.

We also take note of our Equality Duty and Objectives.

3. Policy development

This policy is being developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and review its contents
4. Pupil consultation – we investigated what exactly students want from their RSHE through the school council
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with all stakeholders, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on in Years 5 and 6:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students in year 6, KS3 and KS4 also receive stand-alone sex education session.

EYFS/KS1/KS2

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Upper KS2

In upper KS2, sex education is delivered by class teachers or health professionals such as a nurse. students will have the chance to participate in a standalone sex education session tailored to the year groups needs. The content of this session will be shared with parents prior to delivery and parents will be given the choice to remove their child from the session.

In Year 5, students will be taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In Year 6, students learn about the physical act of sexual reproduction and the journey to the birth of a baby. A range of teaching methods which involve student's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

The NSPCC will be invited to deliver assemblies based on the 'Speak out Stay safe programme. Once again parents will be consulted prior to the sessions and have the option to withdraw their child.

For more information about our RSHE curriculum, see Appendices 1 and 2.

KS3/4

RSHE 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 and sexual harassment, violence and consent

Sex education may also be delivered by health professionals

For more information about our RSHE curriculum, see Appendices 1 and 2.

Across all phases of the academies, these areas of learning are taught within the context of family life taking care to ensure 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, 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).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSHE policy, and hold the Executive Principal to account for its implementation.

7.2 The Executive Principal

The Executive Principal is responsible for ensuring that RSHE is taught consistently across the school, and will delegate the management of requests to withdraw students from non-statutory/non-science components of RSHE (see section 8) to the Head of Primary and Vice Principal.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Executive Principal.

RSHE will be led by Laura Phillips – Vice Principal, Jacqueline Tate – Head of Primary and taught and delivered by staff across the academy, including class teachers, form tutors and Year Progress Leads.

7.4 Students

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

EYFS, KS1, KS2

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Primary – Jacqueline Tate.

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

KS3, KS4

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Vice Principal – Laura Phillips.

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

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

9. Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar.

The Vice Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Laura Phillips – Vice Principal (Secondary), Jacqueline Tate – Head of Primary (Primary) through:

Developmental Drop ins, Learning Walks, Planning Meetings, Student Voice,

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Phillips – Vice Principal.

Appendix 1

PSHE and RSHE Curriculum Map

Linked to PSHE Association Programme of Study.

Links with Science

Core Theme 1: Health and Wellbeing (H)

Core Theme 2: Relationships (R)

Core Theme 3: Living in The Wider World - Economic wellbeing, Careers, The World of Work) (L)

E-safety, British Values and Citizenship are referenced throughout and identified by the relevant colour.

Elements of this will be delivered through in class teaching, assemblies, circle time, tutor time, and drop down extra-curricular days.

Please note there have been some temporary changes to the order in which some elements of this curriculum have been delivered due to the two lockdown periods of remote learning.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| EYFS | <p>All about me:</p> <p>H2, H9, H11-H19, H21-24 R1, R2, L1, L4, L8, L17</p> <p>What I like and dislike. Making friends. My feelings and other people's feelings. Giving feedback and support to others.</p> | <p>Being a good friend:</p> <p>H2, H11-H19, R1, R2, R10, R11, R12 L1, L3</p> <p>Choices have consequences that can make me happy or sad. Good and not so good feelings.</p> | <p>Healthy me:</p> <p>H1, H2, H3, H4, H5, H6, H7, H8, H10, H12, H13, R12, L7, L8, L9</p> <p>Exercising, sleeping, keeping clean and keeping myself safe, vaccinations, sun safety.. Online safety.</p> | <p>Celebrating Differences:</p> <p>H13, H14, H21-23, L4, L6, L5, L16, R3, R4, R5, R23, R24, R25</p> <p>Different types of families, who can look after me? Where I live.</p> | <p>Road safety:</p> <p>H12, L5, L16</p> <p>How to safely cross the road, THINK!</p> <p>L1, L2, L3 L5 Caring for our Environment:</p> <p>What improves and harms our natural and built environment?</p> | <p>Changes:</p> <p>L3, L4, L8, H14, H16, H20, H24, H27</p> <p>We are all unique, there will never be another you. Ways in which we are the same but different.</p> |

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| <p>Year 1</p> | <p>Right and wrong/secrets:</p> <p>R4, R3, R5, R13, R15, R16, R17, R18, R19, R20</p> <p>What is fair and unfair, right and wrong, kind and unkind? Difference between secrets and nice surprises, secrets that make you feel uncomfortable.</p> | <p>Playing together:</p> <p>H9, H13, R6, R7, R8, R9, R10, R23, R24, R25, L1, L2, L3</p> <p>Playing and working cooperatively, negotiation, listening to others. What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable? Following rules.</p> | <p>Making Healthy Choices:</p> <p>H1, H2, H3, H4, H5, H7, H10-H19, R19, R20, L7, L8, L9</p> <p>Healthy balanced diet, physical activity, sleep, healthy friendships and dental health. Online safety.</p> | <p>Who am I?</p> <p>H9, H11-H19, H21-23, R8, R5, H21-23, R23, R24, R25, L17</p> <p>What am I good at? What makes me, me? Self-identity. Celebrating differences and similarities.</p> <p>Growing and changing:</p> <p>H25, H26</p> <p>Name main body parts including external genitalia. Changing from young to old.</p> | <p>Water road and home safety:</p> <p>H8, H12, L5, H29, H28-H37</p> <p>Road safety recap, staying safe near water, what to do in a fire. Sun safety. Special people who work in our community.</p> | <p>Dealing with change</p> <p>H5, H20, H24, R5, L, H27</p> <p>Changes happening to my family: e.g. moving house, new siblings, loss of a pet, share your opinions.</p> |
| <p>Year 2</p> | <p>Special people:</p> <p>R1, R2, R3, R4, R5, R9, L4</p> <p>Identifying special friends, why are they special to me? How should special people care for one another?</p> | <p>Bullying:</p> <p>H13, R12 R13, R14, R19, R20, R21, R22, R23, R24, R25, L3</p> <p>Recognising people being unkind and what you should do. To learn strategies to resist teasing and bullying.</p> | <p>Staying safe:</p> <p>H5, H6, H7, H8, H10, H11, H12, H37, R12, L7, L8, L9, L16</p> <p>Medicine safety, being safe around the home, preventing disease spreading, vaccinations, tooth health, sun safety. Online Safety.</p> | <p>Money:</p> <p>L6, L10, L11, L12, L13, L14, L15</p> <p>Where does money come from? What is money used for? How to keep money safe/saving money.</p> | <p>Staying safe in my environment:</p> <p>H12, H15, L5, L1, H28-37</p> <p>Railway lines, fire safety, cycle safety. Keeping others safe, secrets. Special people who work in our community. What improves and harms our natural and built environment?</p> | <p>Transition:</p> <p>H8, H11, H20, H27</p> <p>Transition between key stages. Dealing with loss and separation.</p> |

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| | | <p>Feelings:</p> <p>R10, R11, R12, R15, R16, R17, R19, R20, L3, H11-19</p> <p>People's feelings and bodies can be hurt, What makes you feel comfortable and uncomfortable? What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable?</p> | | | | |
| Year 3 | <p>Anti-social behaviour:</p> <p>L6, L7, L8, R30, R31, R32, R33, R34</p> <p>To know that there are consequences of anti-social, aggressive and harmful behaviour. To develop strategies for getting support. Ways to resolve differences.</p> | <p>Conflict Negotiation:</p> <p>R10, R11, R12, R14, R15, R19, R20, R21</p> <p>I understand that I should listen and be respectful. I can work collaboratively. Resolving disputes.</p> | <p>Balanced lifestyle:</p> <p>H1, H2, H3, H5, H6, H7 H8, H9, H10, H11, H12, H13, H14, H15, H12, L11-16</p> <p>Making informed decisions about a balanced lifestyle. Eating a balanced diet. How to stay healthy and minimise risk of spreading disease. Basic emergency procedures. Sun safety Online safety.</p> | <p>Different types of partnerships:</p> <p>R1- 8, R19, R20</p> <p>Different types of relationships. Committed relationships, civil partnership and marriage.</p> | <p>Physical contact:</p> <p>R8, R9, R21, R22-29</p> <p>Keeping secrets and what kind of physical contact is acceptable. To understand personal boundaries and our right to privacy.</p> | <p>Growing up:</p> <p>H8, H9, H10, H30, H31, H32, H33, H34, H35, H45</p> <p>Life cycles, my changing body, boys and girls and body parts names.</p> |
| Year 4 | <p>Diversity:</p> <p>L8, L9, L10, L11, L12, L27, H25, R21</p> | <p>Positive relationships:</p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10,</p> | <p>Mental and Emotional Health:</p> | <p>Stereotypes:</p> <p>R16, R21, R32, R33, R34, L8, L9, L10, L27</p> | <p>Finances:</p> <p>L17, L18, L19, L20, L21, L22, L23, L24</p> | <p>Politics:</p> <p>L1, L2, L3, L4, L5, L6, L7, L11, R33. R34</p> |

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| | <p>What is a community? National, regional, religious and ethnic identities in the UK. The lives of people living in other places.</p> | <p>R11, R12, R14, R16, R17, R18, R30, R31, L11, L12, L13, L14, L15, L16</p> <p>What is a positive, healthy relationship? How can a relationship be unhealthy. Skills to form and maintain positive relationships. Your actions affect you and others. Online relationships.</p> | <p>H1, H6, H15, H16, H17, H18, H19, H20, H21, H22 R1</p> <p>Positive and negative impacts on my mental and emotional health. Good and not so good feelings. Dealing with conflicting emotions.</p> | <p>What is a stereotype? How can I recognise stereotypes? Discrimination. Challenging stereotypes.</p> | <p>How do personal finances affect me? What is 'interest', 'loan', 'debt' and 'tax'? How economic choices can affect others around the World.</p> | <p>Know the main political parties and their leaders. To look at and discuss topical issues-offering recommendations.</p> |
| Year 5 | <p>Achievements/careers : H27, H28, H29, L25, L26, L27, L28, L29, L30, L31, L32</p> <p>What am I good at? What does the future hold? What will my future career be?</p> | <p>Sex and relationships education:</p> <p>H18, H19, H20, H30, H31, H32, H33, H34, R22, R25, R26</p> <p>How your body and emotions may change as you approach puberty. What is human reproduction. Taking care of your own body. Boundaries and consent. FGM.</p> | <p>Risks:</p> <p>H8, H9, H10, H13, H35, H37, H38, H39, H41, H42, R15, R18, R23, R24, L11-16</p> <p>To know the terms: 'risk', 'danger' and 'hazard'. To recognise how independence may bring greater risk Pressure to behave in unsafe ways. Sun safety. People who can help you stay safe. To recognise and manage 'dares'. Online safety.</p> | <p>Images and the Media:</p> <p>H14, H25, R18, L17, L18, H41, H42, L11-16</p> <p>Images in the media and how they do not always reflect reality. Resisting pressure and asking for help. How to manage requests for images of yourself or others.</p> | <p>Enterprise skills:</p> <p>L25, L26, L27, L28, L29, L30, L31, L32</p> <p>What is meant by enterprise? Develop enterprise skills through a class project.</p> | <p>Bikeability:</p> <p>H21, H37, H38, H39, H41</p> <p>Staying safe in your environment. Sensible road use, cycle safety</p> |
| Year 6 | <p>Bullying:</p> <p>R1-R18 R 19-21</p> <p>Differences and similarities occur because a number of</p> | <p>Social Media:</p> <p>R18, L17, L18, H41, H42, L11-16</p> <p>Critically examine what is presented in social</p> | <p>Drug Safety:</p> <p>H40, H43, H44, H46, H47, H48, H49, H50</p> <p>The damage caused by commonly available</p> | <p>Gender Identity:</p> <p>R17, H26, H27, H30</p> <p>To know that your sex is biologically determined but that</p> | <p>Rule of Law:</p> <p>L2, L3, L4, L5, H45, H46, H47</p> <p>Rules and laws. How they protect us. How are</p> | <p>Transition:</p> <p>H23, H24, H35, H36</p> <p>Transition to secondary school.</p> |

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| | <p>factors (protected characteristics). The consequences of teasing, bullying and aggressive behaviours.</p> | <p>media. How information presented on social media can be misrepresented or misleading. Online safety.</p> | <p>substances and drugs. What is a habit and why are they hard to change? Basic first aid.</p> | <p>your gender is not. What is transgender? What is sexual orientation?</p> | <p>rules made? Basic rights of a child. Universal rights protect everyone. What cultural practices are against British laws (FGM, etc)?</p> | <p>Dealing with loss and separation.</p> <p>Sex and relationship education:</p> <p>H18, H19, H20, H30, H31, H32, H33, H34, R22, R25, R26</p> <p>The physical act of sexual reproduction and the journey to the birth of a baby.</p> |
| <p>Year 7</p> | <p>Transition - Starting Secondary School In school safeguarding awareness H1, H2, H15, R1, R2, R3, L1, L2, L8</p> <p>Student Leadership L5, L3 Democracy - Voting Parliament</p> | <p>Human Rights - The Rights of Child</p> <p>L3, L4, L6, L7</p> <p>Introduction to Countylines Contextual Safeguarding R6, R7, R28, R29, R34</p> <p>Anti-Bullying Week Start of November R,27 R28, R29</p> | <p>Healthy Lifestyles, Healthy Minds How to live a healthy lifestyle both physically and mentally.</p> <p>Drugs - legal/illegal - identifying risk.</p> <p>H4, H5, H9, H13, H14, H15, H16, H17, H25, H28</p> <p>Online Safety - Assessing Risk in the real and online world</p> <p>H20, H6, R35, R36, R37, R38, H21, H23</p> <p>Child Mental Health Week - Tutor time activities and Assembly</p> | <p>Relationships and Understanding emotional elements of relationships - Strong feelings and attraction Characteristics of healthy respectful relationships in all contexts</p> <p>R1, R4, R5, R6, R7 R8, R13, R27, R34</p> <p>Introduction to Careers - Personality and Skills analysis L9, L10, L13</p> <p>Bikeability H23</p> | <p>Diversity and Inclusion Gender identity, sexuality, sex - terms used. Phobic language and consequences of this. Community cohesion Online bullying - rules and laws Different types of families</p> <p>R24, R25, R26, R27, R28, L17, H19, R11, R12, L3, L4, L5</p> | <p>A Positive Sense of Self</p> <p>Mindfulness, positive body image, accepting helpful feedback, and rejecting unhelpful criticism.</p> <p>H5, H18, H19</p> <p>Safety in the community and online Managing risk, Road Safety, Cycling Safety Staying Safe during the summer</p> <p>H21, H22, H23</p> |

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| <p>Year 8</p> | <p>Democracy, Parliament - Laws/Economy Social and Moral Dilemas</p> <p>L3, L4,L5, L6,L7, L20</p> <p><i>Sex - Understanding puberty & adolescence, conception and development of a baby, the menstrual cycle and contraception are covered through Biology Science.</i></p> <p><i>H11, H7, H12, R5, R15, R21,R22</i></p> <p>HPV - Knowledge of the importance of different vaccinations - Herd immunity H12</p> | <p><i>Drugs/Alcohol/Smoking - Covered in Science Factual information</i></p> <p>H24, H25, H26, H27, H28, H29, H30, H31</p> <p>Citizenship - consequences of Crime.</p> <p>Gang/knife culture</p> <p>PREVENT</p> <p>External Performance relating to Countylines and follow up work.</p> <p>R14, R30</p> | <p>H5 H6</p> <p>Health Lifestyles and Healthy Minds</p> <p>Media - self image, social media</p> <p>Healthy Relationships</p> <p>H1, H4, H5 , R1, R5, R6, R7, R8</p> <p>Child Mental Health Week - Tutor time activities and Assembly H5 H6</p> | <p>Relationships</p> <p>Forming Relationships - including sexual attraction</p> <p>Conflict resolution both with peers and adults</p> <p>Long term relationships including marriage, civil partnerships etc</p> <p>H18, H19, R4, R5,R9, R10, R13</p> <p>Bikeability H23</p> <p>Careers and Enterprise Tenner Challenge Students to work on the Careers and Enterprise Tenner Challenge</p> <p>L15, L16, L18, R2, R3</p> | <p>Spending and Saving Money in the real world. Saving/Spending/Interest etc</p> <p>L7, L18, L19, L20</p> <p>Careers and jobs - considering pathways Labour Market Information</p> <p>L8, L9, L10, L11</p> <p>Business careers day</p> | <p>Career Planning</p> <p>Strengths and difficulties Setting objectives</p> <p>L7, L8, L9</p> <p>First aid - Basic first aid training H22,H23</p> <p>Sex and Relationship Day - making informed choices - consent</p> <p>R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23</p> |
| <p>Year 9</p> | <p>Team work</p> | <p>Anti-Bullying Week Start of November ,R,27 R28, R29</p> <p>Drugs and alcohol Dangers, moral</p> | <p>Careers</p> <p>Careers fair linked to options process.</p> <p>Consider, wages,</p> | <p>Healthy Lifestyles and Healthy Minds</p> <p>FGM</p> <p>Sexuality</p> | <p><i>Biology - Cancer, StIS H32, H12, H10</i></p> <p>Citizenship</p> <p>Global Issues - Democracy - government,</p> | <p>Transition to KS4</p> <p>Learning and Study Skills L2, L8, L9</p> |

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|-----------------------|---|---|---|---|---|---|
| | <p>H1, H2, H3, R1, R2, R3</p> <p>Healthy Lifestyles and Healthy minds Body Image Mental Health Peer pressure, Healthy choices Links between physical and mental health</p> <p>H5, H6, H9, H18, H19</p> | <p>responsibilities, rules laws and consequences</p> <p>Peer pressure Support available H24, H25, H26, H27, H28, H29, H30, H31</p> <p>Recognising and Calculating Risks - positive and negative risks. Safe mobile phone use. H21</p> | <p>salary, costs of living, taxes and take home pay.</p> <p>Debt/Consumer Rights L12, L13,, L14, L18</p> <p>Child Mental Health Week - Tutor time activities and Assembly H5 H6</p> | <p>Sexual Identity</p> <p>Sexual Exploitation</p> <p>Sexual health</p> <p>Consent</p> <p>Respect</p> <p>Grooming H7, H8, H11,H12, R12, R13, R14, R15,R16,R17,R18, R19, R20, R21, R22, R23, R24, R25, R26</p> | <p>terrorism, Climate Change, The EU, Immigration, Asylum</p> <p>L3, L4, L5,L6, L7, L19</p> | <p>Coping with stress H4, H5, H6, H1</p> |
| <p>Year 10</p> | <p>Healthy Lifestyles and Healthy Minds Managing strong emotions Taking on board constructive feedback Managing relationships Stress and Resilience Taking responsibility for own health Body image and procedures related to it Cancer - checking yourself</p> <p>H1, H2, H3, H4, H5, H6, H7, H10, H11,</p> | <p>Drugs and Alcohol</p> <p>Personal Safety Recap first aid, including CPR</p> <p>Social Media Sharing views on social media</p> <p>L8, L9</p> <p>H12,H13, H14 , H15, H16, H17</p> | <p>Sexual Health and Relationships FGM Forced Marriage Sexual Exploitation Homophobia and Sexuality Recap contraception Pregnancy Abortion STIs Abusive relationships Accessing support for relationship breakdowns Sex in the media Consent Harrasment Assess readiness for</p> | <p>Understanding the needs of others - locally and across the world</p> <p>Adoption and fostering Supporting others Discrimination and Bigotry Extremism (PREVENT)</p> <p>R24. R29, L2, L3, L4, L5</p> | <p>Careers Work Experience - Planning and evaluation Budgeting and Money CV Planning Career Progression</p> <p>L1, L10, L11, L12, L13, L20,</p> | <p>Lifecoices Money Debt Housing Employment in the local area Rights and responsibilities in the work place</p> <p>Consumer Rights L14, L15, L16, L17, L18, L20, L21, L22</p> |

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| | H18, R1, R29 | | sex H8,H9, R2, R3, R4, R5, R6, R7, R9, R10, R11, R12, R13, R14, R15, R16, R19, R20, R21, R22, R23, R25, R26 | | | |
| Year 11 | <p>Careers Provision & Exam Preparation and Support</p> <p>Revision Methods and strategies</p> <p>Coping with anxiety and stress / worry from examinations</p> <p>Applications for 6Tth form / College</p> <p>Guest speakers to give bigger picture for post 16 options</p> | <p>HCareers Provision & Exam Preparation and Support</p> <p>Applications for 6th form / College</p> <p>Further guest speakers to give bigger picture for post 16 options</p> <p>Curriculum Vitae compilation</p> <p>L20, L21, L19, L15, L14, L12</p> | <p>Citizenship Democracy/Freedom of speech Diversity Values in Society</p> <p>R29, L1, L", L3, L4, L5, L6, L7, L8</p> | <p>Diversity & Peer Support Dealing with obstacles - bereavement, prejudice, separation</p> <p>Positivity and Self-Esteem</p> <p>Peer and self support</p> <p>RSE, mindfulness & stress management (drop down day March)</p> | Healthy Choices / Peer Support | |

Appendix 2: By the end of primary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
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| Families and people who care about me | <ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 those in positions of authority |

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| | <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

Appendix 2: By the end of secondary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
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| 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 |

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| | <ul style="list-style-type: none"> ● 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 |
| 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) |

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| <p>Intimate and sexual relationships, including sexual health</p> | <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 |
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Appendix 3: Parent form: withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS | | | |
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| 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 | |
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| Agreed actions from discussion with parents | |
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