Relationships and Sex Education Policy

Contents

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1.   Aims

Futura Learning Partnership (the trust) is committed to ensuring that each pupil has expert support in embracing the challenges of creating a happy and successful life in modern Britain. This will involve providing them with knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The RSE curriculum can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The aims of relationship and sex education (RSE) within Futura Learning Partnership (the trust) are to:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help pupils/students develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach pupils/students the correct vocabulary to describe themselves and their bodies

Sexual violence and sexual harassment is not acceptable, will never be tolerated in Futura Learning Partnership and is not an inevitable part of growing up. Behaviours such as those outlined in the Government's 'Review of sexual abuse in schools and colleges' will always be challenged with appropriate action taken. Sexual violence and sexual harassment can happen outside of the school and online; the trust school will act accordingly regardless of where the alleged abuse took place. All victims will be reassured, taken seriously, supported and kept safe. It is crucial staff have an understanding of the definitions below to develop a shared understanding of sexual violence and sexual harassment. This policy reflects the value that the trust places on RSE and its contribution to enabling young people to fulfil happy and safe relationships. Pupils are helped to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality. Pupils are taught that sexual violence and sexual harassment is always wrong.

2.   Statutory requirements

As a secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, 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 Wellsway School and IKB Academy we teach RSE as set out in this policy.

3.   Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.

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 give their views on the content of the policy

4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors.

4.   Definition

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

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

RSE is not about the promotion of sexual activity.

5.   Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

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

6.   Delivery of RSE

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

For more information about our RSE curriculum, see Appendices A and B.

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

> Families

> Respectful relationships, including friendships

> Online and media

> Being safe

> Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices A and B.

We recognise that Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

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   Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (Heads' Forum). The Local Governance Committees of each school will hold the Headteacher to account for the implementation of this policy.

7.2   Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across each school , and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

7.3   Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Monitoring progress

- Responding to the needs of individual pupils/students

- Responding appropriately to pupil/students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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

7.4   Pupils/Students

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

8.   Parents'/Carers' rights to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn.

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

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

9.   Training

Staff are trained on the delivery of RSE as part of ongoing professional development.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator through:

Pupils/students' development in RSE is monitored by class teachers as part of our internal assessment systems. Alongside:

- Pupil / student voice.
- Pupil / student exercise book reviews.
- Learning walks and Developmental Drop Ins.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	**1**	**Being me** **Families** - That there are different types of committed, stable relationships - How to determine whether other children, adults or sources of information are trustworthy - How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) - How to seek help or advice, including reporting concerns about others, if needed - 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 and practical steps they can take in a range of different contexts to improve or support respectful relationships **Respectful relationships, including friendships** - 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 (nonsexual) types of relationship - Practical steps they can take in a range of different contexts to improve or support respectful relationships **Online media** - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online - About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online - Not to provide material to others that they 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• How information and data is generated, collected, shared and used online **Intimate sexual relationships, including sexual health** • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	**2**	**Celebrating differences** **Respectful relationships, including friendships** • 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 • 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

7	5	**Relationships**

Families
- That there are different types of committed, stable relationships 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 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
- 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

Respectful relationships, including friendships
- 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
- 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

Online and media
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online

Being safe
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

Intimate sexual relationships, including sexual health
- How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
7	**6**	**Changing me** **Families** - That there are different types of committed, stable relationships - How these relationships might contribute to human happiness and their importance for bringing up children - What marriage is, including 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 **Respectful relationships, including friendships** - 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 **Online and media** - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **Being safe** - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships - How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship - That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing - The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause **Intimate and sexual relationships, including sexual health** - That they have a choice to delay sex or to enjoy intimacy without sex - 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment - The main changes which take place in males and females, and the implications for emotional and physical health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<u>**8**</u>	<u>**1**</u>	**<u>Being me</u>** **Families** • 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 • How to determine whether other children, adults or sources of information are trustworthy • How to 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** • 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 • 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 • 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 • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<u>8</u>	**<u>2</u>**	**<u>Celebrating differences</u>** **Respectful relationships, including friendships** • 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 • 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 • 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 **Respectful relationships, including friendships** • 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 (nonsexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships

YEAR GROUP	TERM	TOPIC/THEME DETAILS
8	**3**	**Dreams and goals** **Online and media** • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content

8	5	**Relationships**

Families
- That there are different types of committed, stable relationships
- How to determine whether other children, adults or sources of information are trustworthy
- How to 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
- 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
- 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

Online and media
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- How information and data is generated, collected, shared and used online

Being safe
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

Intimate and sexual relationships, including sexual health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• 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 there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

8	6	**Changing me** **Families** • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • The characteristics and legal status of other types of long-term relationships • How to determine whether other children, adults or sources of information are trustworthy • How to 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** • 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 • 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 **Online and media** • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts • 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 **Being safe** • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships **Intimate and sexual relationships, including sexual health** • How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• That they have a choice to delay sex or to enjoy intimacy without sex • How the use of alcohol and drugs can lead to risky sexual behaviour

9	1	**Being me**
		Families
		- How to determine whether other children, adults or sources of information are trustworthy
		- How to 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
		- 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
		- 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
		Online and media
		- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
		- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
		Being safe
		- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)
		Intimate and sexual relationships, including sexual health
		- How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
		- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
		- How the use of alcohol and drugs can lead to risky sexual behaviour

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
9	**2**	**Celebrating differences** **Families** • 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** • 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 • 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 • How to recognise the early signs of mental wellbeing concerns

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<u>9</u>	<u>3</u>	**<u>Dreams and goals</u>** **Respectful relationships, including friendships** • 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 • 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 **Intimate and sexual relationships, including sexual health** • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
<u>9</u>	<u>4</u>	**<u>Healthy me</u>** **Intimate and sexual relationships, including sexual health** • 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

9	5	**Relationships**

Families

- How these relationships might contribute to human happiness and their importance for bringing up children

Respectful relationships, including friendships

- 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
- 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 some types of behaviour within relationships are criminal, including violent behaviour and coercive control

Online and media

- 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
- 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

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- 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)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• 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 to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment • How the use of alcohol and drugs can lead to risky sexual behaviour
9	**6**	**Changing me** **Respectful relationships, including friendships** • 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)

10	1	**Being me**
		Families
		• How these relationships might contribute to human happiness and their importance for bringing up children
		• How to determine whether other children, adults or sources of information are trustworthy
		• How to 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
		• 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
		• 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
		Online and media
		• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
		• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
		• Not to provide material to others that they 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 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
		Intimate and sexual relationships, including sexual health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• 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 • How the use of alcohol and drugs can lead to risky sexual behaviour
<u>10</u>	<u>2</u>	**Celebrating differences** **Respectful relationships, including friendships** • 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 some types of behaviour within relationships are criminal, including violent behaviour and coercive control • 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 **Being safe** • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<u>10</u>	**<u>3</u>**	**<u>Dreams and goals</u>** **Respectful relationships, including friendships** • 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 (nonsexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships **Online and media** • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online **Intimate and sexual relationships, including sexual health** • How to recognise the characteristics and positive aspects of healthy one to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health

YEAR GROUP	TERM	TOPIC/THEME DETAILS
10	**4**	**Healthy me** **Intimate and sexual relationships, including sexual health** • 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 • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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 • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

10	5	**Relationships**

Families
- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including 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
- How to determine whether other children, adults or sources of information are trustworthy
- How to 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
- 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
- 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

Online and media
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail **Being safe** • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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) **Intimate and sexual relationships, including sexual health** • How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and • 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<u>**10**</u>	<u>**6**</u>	**<u>Changing me</u>** **Families** - That there are different types of committed, stable relationships - How these relationships might contribute to human happiness and their importance for bringing up children - What marriage is, including 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 - How to determine whether other children, adults or sources of information are trustworthy - How to 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** - 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 - Intimate and sexual relationships, including sexual health - 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 **Intimate and sexual relationships, including sexual health** - How to recognise the characteristics and positive aspects of healthy one- to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

11	**1**	**Being me**
		Families
		• That there are different types of committed, stable relationships
		• How these relationships might contribute to human happiness and their importance for bringing up children
		• What marriage is, including 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
		Respectful relationships, including friendships
		• 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 some types of behaviour within relationships are criminal, including violent behaviour and coercive control
		• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
		Online and media
		• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
		• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
		• Not to provide material to others that they 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
		• 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) **Intimate and sexual relationships, including sexual health** • That they have a choice to delay sex or to enjoy intimacy without sex
11	2	**Dreams and goals** **Families** • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to determine whether other children, adults or sources of information are trustworthy • How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) • How to seek help or advice, including reporting concerns about others, if needed **Respectful relationships, including friendships** • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships

11	3	**Healthy me**
		Respectful relationships, including friendships
		• 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)
		Being safe
		• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)
		Intimate and sexual relationships, including sexual health
		• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
		• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
		• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
		• 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
11	4	**Relationships**

Families
- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- How to determine whether other children, adults or sources of information are trustworthy
- How to 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
- 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.
- 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
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- What to do and where to get support to report material or manage issues online

Being safe
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

Intimate and sexual relationships, including sexual health
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That 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
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

| 12 | Term 1 | The statuary requirements for RSE are covered in years 7 to 11. To consolidate learning, years 12 and 13 will continue to explore elements of RSE within a varied PSHE curriculum developed to meet the needs of our students.

Unit 1 – Health, wellbeing, sex & relationships
Health, Wellbeing and abusive relationships

   o   How to identify signs of an abusive relationship
   o   Ways to improve health & wellbeing
   o   Spotting signs of depression
   o   The importance of sleep

Vaccinations and Immunity

   o   How immunity to disease and infection can be acquired
   o   Describe the difference between communicable and non-communicable diseases.
   o   To evaluate the impact on society when there is a pandemic virus with no vaccination available

Tooth decay & Cholesterol

   o   To describe the importance of dental hygiene and the impact sugar can have on tooth decay
   o   To understand how to manage cholesterol levels in the body
   o   To explain how a poor diet can lead to many health risks
   o   To identify the components of a healthy diet
   o   To understand the difference between good cholesterol and bad cholesterol
   o   To understand how to replace unhealthy snacks and foods with healthier alternatives

Eating Disorders |

		o To understand the complexity of eating disorders and their possible causes o To understand that there are identifiable symptoms of the most prevalent eating disorders o To understand what help is available for prevention and treatment of eating disorders *Dealing with stress:* o To understand the science behind 'flight' 'Fright' or 'Freeze' responses to stress o To recognise that stress is only beneficial in the short term and over the long term can affect you physically and emotionally o To understand how to manage stress and relaxation
	Term 2 - 3	***Unit 2 – Drugs & Risk Education*** *Alcohol Safety* o I can explain how alcohol is measured and what limits are for adults o To explore the consequences of alcohol consumption o To evaluate when introducing alcohol to a situation can lead to very dangerous consequences *Substance misuse, drugs & their affects* o To define the term substance misuse and understand the way drugs effect users o To explore why people misuse substances o To evaluate what support networks are available to help support those in need *Drug Education: Synthetic Cannabinoids, England & Wales Drug Classifications*

Term 3-5		o To understand the Drug classification system in England & Wales
		o To understand the key aspects of the UK's drug policy
		LSD, MDMA, Ecstasy
		o To learn about LSD and the impact this drug has on society
		o To explore the physical and mental impact LAD has on users
		o To evaluate what support networks are available to help support those in need
		Unit 3 – Health, Safety & Diversity
		Diversity & Equality in the UK
		o To learn about the recent history of the LGBTQIA+ movement in the UK
		o To explain the importance of celebrating diversity in the UK
		o To explore and challenge LGBTQIA+ stereotypes and prejudices
		Toxic Masculinity
		o To define toxic masculinity
		o To explore where toxic masculinity comes from and the impact it can have on men and women
		Knife Crime and Society
		o To understand the legal, emotional and physical consequences of carrying a knife
		o To understand how knife crime impacts families and communities
		Managing anger & Frustrations

	Term 5-6	o To understand healthy and unhealthy expressions of anger & frustration o To explore what happens physically and emotionally when you get angry o To identify a range of techniques to manage conflict & anger *Cancer* o To know the risk factors and common symptoms of Cancer o To understand how to talk to someone with Cancer o To understand some of the diagnostic tools used for Cancer *Medical Ethics, Blood Donations* o To be aware of stem cell research & other forms of donation o To understand the positives and negatives of stem cell research & gene technology o To evaluate the medical ethics of gene technology and stem cell research **Unit 4 – Progression** *Taxes and banking in the UK (x2)* o To understand the range of taxes that exist in the UK and the purpose of paying taxes o To be able to work out the level of income tax paid on a range of salaries o To evaluate the fairness of the UK's progressive tax system o To understand the different types of bank account o To understand the range of mobile banking only services o To be able to evaluate which type of account would be most suitable for different situations

13	**Term 1**	*Personal finance – Types of employment and Trade Unions* ○ To understand the different types of employment available ○ To understand the purpose of trade unions ○ To understand the purpose of a P45, P60 and other paperwork related to employment *Personal finance – Different types of Debt* ○ To know the range of credit options available to adults ○ To understand the seriousness of debt and how to overcome it ○ To know the difference between priority and non-priority debts *Personal finance – Income, State benefits, Insurance & Assurance* ○ To understand the importance of multiple sources of income ○ To understand how the government raises and spends money ○ To know what universal credit is and other state benefits available in the UK *Working world: Insurance Types* ○ To understand the difference between insurance and assurance ○ To explore a variety of types of insurance and understand the process of taking out insurance ○ To evaluate the different sources of financial advice that is available **Unit 1 – Physical, mental and emotional wellbeing** *Causes of mental health*

- To explore the nature nurture debate surrounding mental health causes
- To be able to recognise the common symptoms of some mental health illnesses
- To explore the balance between physical, mental and emotional wellbeing

Looking after yourself first

- To explore and evaluate how healthy your own lifestyle is
- To explore what can improve and impede physical and mental wellbeing
- To explore coping strategies for mental health and positive emotional wellbeing

Importance of physical health & exercise

- To understand and explain the importance of exercise in maintaining a healthy lifestyle
- To explore the consequences of unhealthy lifestyle choices

Positive body image

- To recognise the impact social media can have on body image
- To be explore the Body Positivity, Body Neutrality and Body acceptance movements

Stress, exercise & sleep

Term 2 - 3

- To understand the impact stress has on the body
- To explore the benefits of a regular sleep pattern
- To explore stress management techniques

Unit 2 – Relationships & Sex education

The porn industry & its impact on society

- o To understand the differences and similarities between sex in real relationships and what is featured in pornography
- o To explore the how pornographic material can affect attitudes and beliefs towards sex, relationships and self esteem

Fertility & the importance of sexual health

- o To define and describe the human fertilisation process
- o To explore what makes women and men fertile and understand ways to improve fertility
- o To understand the various ways women can become pregnant including IVF Treatments

Alcohol & STI's

- o To describe the risks associated with house parties and alcohol
- o To explore alcohol abuse and drink spiking and the associated risks
- o To understand the differences between viral and bacterial STI's

Contraception

Term 4

- o To understand how a variety of contraception's work
- o To be able to identify which types of contraception are best for different people
- o To explore which forms of contraception protect against pregnancy, STI's or both

			Unit 3 – Drugs & Risk education

Festivals, Drugs & Nitrous Oxide

- o To understand the risks associated with parties and festivals and experimenting with drugs
- o To understand how to stay safe at festivals and parties
- o To evaluate the success of drug testing tents at festivals in reducing drug related deaths at festivals

The War on Drugs

- o To describe how drugs are manufactured and trafficked globally
- o To explore how different countries are dealing with the drugs trade
- o To evaluate how governments can tackle the illicit drugs trade

GHB: the date rape drug

- o To understand the impact GHB has on society
- o To evaluate whether the government needs to do more to protect people from being assaulted due to GHB

Unit 4 – Personal Finance

Taxes in the UK

- o To understand the different tax bands in the UK
- o To explore what taxpayer money is used to fund in the UK

Banks, building societies & money

- o To understand the different type of accounts including help to buy ISA accounts

(Term 5 label appears in the left column alongside this content)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		o To explore different saving methods *Planning for the future & personal branding* To understand how your personal branding can support future career success

Appendix B – Department for Education RSE Guidance

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • 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	• 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

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they 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	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix C – Parent form: withdrawal from sex education within RSE

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

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