



**The King's (The Cathedral) School**

**Relationships, Sex Education and Learning for Life Policy**

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Ratified By:	Governing Body
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## **LfL, Relationships and Sex Education Policy**

### **1. Intent, Implementation and Impact**

The School recognises the importance of offering, a Learning for Life and Relationships and Sex Education Policy which is appropriate to pupils' age and maturity, and presented within a moral, family-orientated and Christian framework, in line with the DfE statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)*.

#### **INTENT**

The King's school believes that developing students to become equipped members of society, at a local and global level, requires dedicated teaching of a thorough Personal, Social, Health and Economic curriculum (LfL). The school has a small team of specialists delivering the curriculum through designated timetabled lessons.

The LfL curriculum is a planned, developmental programme of learning through which our students acquire knowledge, understanding and skills they need to manage their, lives now and in the future. As part of a whole school approach, LfL education develops the qualities, attributes and confidence students need to thrive as individuals, family members and members of society.

The programme will enable all students to:

- gain knowledge and understanding of citizenship issues relevant to them and the wider world.
- develop skills of enquiry and communication.
- develop skills of participation and responsible action.

This will be accomplished by:

- equipping all students with the knowledge, skills and understanding necessary for them to play an effective role in society at School, local, national and international levels.
- educating students to become well-informed, confident, thoughtful and responsible citizens, who can play their rightful part in society e.g.; British Values and taking part in the democratic process.
- promoting spiritual, moral, social, and cultural development; ensuring knowledge and understanding of the basis of cultural heritage and the development of different communities.
- encouraging respect and tolerance for and understanding of different national, religious and ethnic identities.
- teaching students about our own and global economies and democratic institutions and values.
- developing students' abilities to reflect on issues and take part in discussions.
- encouraging students to play a helpful part in the life of their school, neighbourhoods, communities and the wider world, gaining an appreciation of the part they play within these communities.
- developing students' self-confidence and their decision-making skills;
- developing students' skills of enquiry.
- enabling all students to reach, according to their ability, appropriate levels of knowledge, understanding and skills.

An integral part of the LfL content is relationships and sex education (RSE). The school will:

- Provide a structure in which sensitive discussions can take place.
- Prepare students for puberty, to give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of confidence, self-respect and empathy.
- Create a positive culture around issues of sexuality, relationships, equality, and culture.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Provide our students with information that helps them to support The Kings ethos and value the King's family.

Delivery of LfL and RSE the school will explore:

- Identity
- Relationships
- Physical, Emotional and Social health
- Diversity and equality
- Rights and responsibilities
- Risk
- Change
- Careers

## **IMPLEMENTATION**

The LfL curriculum is based on three core themes within which there is overlap and flexibility:

- Health and wellbeing
- Relationships
- Living in the wider world

Detailed schemes of work with suitable resources are provided by the Head of Department. LfL and RSE is delivered by a dedicated team of staff during a one hour fifteen-minute lesson every other week as part of the school timetable. The lessons form part of the Scheme of Learning which are sequenced through the topic pathways allowing for progression of knowledge.

## **IMPACT**

Successful implementation of our LfL and RSE Curriculum will result in:

- Students who value our ethos and contribute positively to our community.
- Students who know where and who to get support from when they have difficulties or concerns.
- Students feel safe at the Kings School.
- Students understand the sequencing of the topics.
- Students broaden their knowledge of life skills.

The impact will be measured by a quality assurance process that investigates the coherence of delivery across each year group. The Head of Department responsible for leading the LfL and RSE curriculum and will annually review the topics and ensure resources and issues are up to date. The School Governors and Head of School will review the RSE policy every two years to ensure continuity and up to date issues are included.

Success of the curriculum will be determined by:

- Student attendance
- Student engagement in the enhanced curriculum

## **2. ASSEMBLIES**

There are whole school and form assemblies each week. They are led by a combination of; senior leaders, school chaplain, teachers, outside speakers, agencies or by students themselves. The assemblies run on a weekly theme basis which, where possible link with the LfL programme such as:

- Remembrance Sunday
- Celebration assemblies
- Gideon's talk
- Diversity (Black history month)
- Mental Health

- Internet Safety
- Personal safety
- Consent
- Environment

As part of our ethos the 'Kings Family' is very important and we encourage all our students to contribute fully to this by playing their part in our family community. Below are ways in which students learn this through being:

- A member of one of the four School houses
- A member of the Student Council
- Student surveys
- Participate in school performances or teams
- Mentor other students
- Part of a charity event
- Prefect, Head Girl/Boy, House Captain
- Duke of Edinburgh's Award

RSE is taught within LfL curriculum. Science teach the biological aspects through their curriculum and RS teach other aspects such as ethics and morals.

SEN and vulnerable students are taught in the mainstream lessons with extra support and adapted learning. The students also have extra support from our Learning Support Department and our Pastoral Support Offices at each Key Stage.

Our dedicated team of staff are responsible for:

- Promoting positive attitudes to LfL and RSE.
- Responding to the needs of different students.
- Delivering RSE in a sensitive and positive way.

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

## **IMPACT**

The School believes that RSE is a vital part of young people's mental health and wellbeing.

The aims of relationships and sex education (RSE) at our School are:

1) to provide a broad and balanced RSE programme which:

- offers full and inclusive entitlement and access for all pupils;
- operates in an atmosphere of mutual trust and respect, to encourage pupils to put forward and explore their ideas.

2) by exploring moral and sexual issues and values, to:

- a) endow pupils with positive attitudes, patterns of behaviour, lifestyles, values, communication, and decision-making skills with respect to sexuality and personal relationships, e.g.
  - those appropriate to informed decision-making and evaluation of the socio-economic/cultural influences on sexual behaviour.
  - non-exploitation, commitment, and trust in sexual relationships.
  - an understanding that both sexes have responsibilities in sexual matters.

- the skills to identify, avoid, resist, and report unwanted sexual experience, be it online, on paper or in person.
- b) to foster self-esteem, self-awareness, and a sense of moral responsibility.
- 3) to give pupils knowledge and understanding of the following so that they are able to make informed choices:
- a) the physical, emotional, and social aspects of an individual's development, personal relationships; responsible attitudes and appropriate behaviour.
  - b) family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love, and concern in caring for others.
- 4) to clarify the link between sexual practices and the transmission of HIV and STIs.

### 3. Statutory Requirements

As a Secondary Academy 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 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The School also ensures compliance with the relevant provisions of the Equality Act 2010, to ensure students are protected from discrimination on the grounds of Protected Characteristics.

At the King's (the Cathedral) School we teach RSE as set out in this policy.

### 4. Policy Development

In drawing up the School's policy, due regard has been given to:

- The views of parents/carers, governors and teachers;
- Church of England teaching on sex and relationships; guidance contained within 'Valuing All God's Children, Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying' as published by The Church of England Education Office has been considered carefully.
- The content, organisation, methodology, resources, outside speakers, the explicitness and presentation of the material (including the presence or intervention of teachers, as appropriate);
- Encouraging pupils to have regard to moral considerations and to appreciate the value of family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
3. Parents/Carers and stakeholder consultation - Parents/Carers and other interested parties were invited to respond to a consultation process about the policy.
4. Pupil consultation - we investigated what pupils want from their RSE.
5. Ratification - once amendments were made, the policy was shared with governors and ratified.
6. Review - this policy is reviewed every two years by the Deputy Headteacher (Academic).

## 5. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of 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.

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

## 6. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate way so they are fully informed and do not need to seek answers online.

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

## 7. Delivery of RSE

In the Junior Department (Years 3 to 6), primary sex education focuses on:

- Building knowledge and understanding of the physical, emotional and social changes which take place at puberty;
- Knowing the basic biology and vocabulary of human reproduction and understanding some of the skills necessary for parenting.

Primary relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

Secondary 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.

Mental wellbeing and relationships are considered in Year 7 Learning for Life (LfL) lessons. The biological aspects of sex education are delivered through science lessons in both Key Stage 3 and 4 and the LfL programme in Years 8 and 9. LfL in Years 10 to 13, and Religious Studies in Year 10 then focus on the personal and ethical issues and dilemmas relating to sexuality and sexual relationships.

**Offering Advice:**

The Governors and staff believe that the teacher's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however, sources of professional information and advice will be identified, when appropriate.

**Teachers May:**

Provide pupils with factual information about where, and from whom, they can lawfully obtain confidential sexual advice and treatment e.g.; their GP, the School Nurse (for whom appointments can be made through Pupil Reception or Pupil Support Officers) or the HYPA clinic.

**Teachers Should Not:**

Give personal advice or counselling on sexual matters (including contraception) to a pupil (either individually or within a group) if a parents/carer has withdrawn that pupil from relationships and sex education.

**Sensitive Issues**

The person in charge of the class will respond professionally to questions. If explicit issues are raised by the pupils that are inappropriate for the age of the class, the staff member will suggest the pupil refers the query to his /her parents.

**Explicit Questions:**

It is unlikely to be appropriate to answer some explicit questions asked by pupils by dealing with them in front of the whole class. In practice this may mean that teachers have to say 'I'm sorry but the school policy and legislation does not allow me to answer that question'. The teacher, in conjunction with the Pupil Support Officer, may deem it appropriate to discuss the child's concerns with the parents/carers.

**Confidentiality:**

Having considered all available advice and guidance, the Governors and Headteacher state that in circumstances where a pupil is considered to be at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately, in compliance with the Schools' procedures for Child Protection.

All teachers complete annual training in line with the School's Safeguarding and Child Protection Policy.

**Using Visiting Speakers and Others:**

We believe that most RSE is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers can greatly enhance the quality of the provision, as long as they are used in addition to, not instead of, a planned RSE programme. Care is taken to provide any visitors to the School with a copy of this RSE Policy in advance of the visit and to brief the visitor about the ethos of the School and the manner of delivery of the SRE programme.

**Equal Opportunities and Special Needs:**

In delivering RSE the School ensures the programme is accessible for all students, including those with Protected Characteristics (as referenced in the Equality Act). The School does all it can to ensure that all students, particularly those who may identify as, or are perceived to be, gay, lesbian, bisexual or transgender, are kept safe and enabled to flourish.



The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates, the RSE programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement, as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Advice will be sought from the SENDCO to determine appropriate and reasonable adjustments.

RSE is 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).

### **Teachers involved in LfL Teaching:**

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly, honestly and a preparedness to refer to more expert advice, if necessary. Areas that have been specifically addressed by the team of LfL staff are:

- an examination of this RSE Policy;
- an examination of the timing of the different elements of the RSE programme.

## **8. Roles and Responsibilities**

### **The Governing Body**

The governing body will approve the RSE policy, whilst holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from sex education components of RSE (see section 8).

### **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.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the sex education 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.

### **Pupils**

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

## **9. Parents'/Carers' Right to Withdraw**

Parents/Carers are encouraged to contact the School if they have any concerns about delivery of RSE, and to request further details about resources or lesson content.

Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from components of sex education within RSE 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 Headteacher.

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

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

### **The School will:**

- discuss the nature of the concerns with the child's parents/carers and, if appropriate, attempt to reassure them.
- attempt to ensure that where a pupil is withdrawn, there is no disruption to other parts of their education.
- point out that pupils who have been withdrawn may find that an embarrassment with their peers.
- point out that pupils may receive inaccurate information from their peers.
- offer the parents/carers contact with the School Nurse or other appropriate professional.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

## **11. Monitoring Arrangements**

The delivery of Primary RSE is monitored by the Head of the Junior Department.

The delivery of secondary RSE is monitored by the Assistant Headteacher (Sixth Form) for LfL aspects and the Deputy Headteacher (Academic) for Science aspects through: the annual SEF process, learning walks, lesson observations, work scrutinises.

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

This policy will be reviewed by the Deputy Headteacher (Academic) every 2 years. At every review, the policy will be approved by the Governing Body through the Curriculum Committee.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Across 3 terms	Promote wellbeing and positive relationships with friends and family. Stranger danger - acceptable adults. Appropriate behaviours, which parts of your body are private.  Tolerance and acceptance of difference.	Assembly resources e.g. NSPCC pants program  Internet safety day Anti-bullying resources
Year 4	Across 3 terms	Promote wellbeing and positive relationships with friends and family. Stranger danger - acceptable adults. Appropriate behaviours, which parts of your body are private.  Tolerance and acceptance of difference.	Assembly resources e.g. NSPCC pants program  Internet safety day Anti-bullying resources
Year 5	Ongoing	Internet safety, anti-bullying, acceptance and tolerance, staying safe, asking for help.	School Nurse involved in delivery.
	Summer (usually)	Year 5 and 6 girls receive education about menstruation in the summer term without the boys being present. This session will always take place before the delivery of SRE to the year 6 pupils.	Internet safety day Anti-bullying resources
Year 6	Ongoing	Internet safety, anti-bullying, acceptance and tolerance, staying safe, asking for help.	The key visual resource used will be appropriate parts of Channel 4's program 'Living and Growing'. We may also use parts of a hygiene-based video aimed at children of this age.
	Summer (usually)	Year 6 girls - Menstruation work with Year 5 girls Year 6 children receive sex education in the summer term as part of wider SRE in a mixed group of girls and boys. There are 4 main themes within our sex education  1. Personal hygiene and ground rules 2. Changes - explaining how puberty affects your body, with a focus on health and hygiene and accepting that everyone will change at different rates. 3. Conception - how an egg is fertilised, male and female roles in fertilisation. 4. Birth - how a baby is born, what needs does a baby have?	School Nurse involved in delivery  Internet safety day Anti-bullying resources
Year 7	Autumn	Mental Wellbeing – Anxiety about change, moving school, transition and safety.	Rise Above resources (Public Health England) PSHE 1 textbook
	Spring	<i>Relationships:</i>  <ul style="list-style-type: none"> <li>Characteristics of positive and healthy friendships (including online)</li> <li>Steps to take to improve or support respectful friendships</li> <li>In School and in wider society they can expect to be treated with respect by others, and that they</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>should show respect and due tolerance to authority and other people's beliefs including British Values</p> <ul style="list-style-type: none"> <li>Types of bullying (including cyberbullying), its impact and responsibilities of bystanders to report bullying and how to get help.</li> </ul>	
	Summer	<p><i>Health and Puberty</i></p> <p>Healthy routines and influences, (diet, vaping &amp; smoking)</p> <p>Puberty, unwanted contact and attention.</p> <p><i>Developing skills and communication.</i></p> <p>Careers and raising aspirations.</p> <p><i>Financial Decision Making</i></p> <p>Saving and budgeting</p>	
Year 8	Autumn	<p><i>Discrimination</i></p> <p>Discrimination in all forms; racism, religion, disability, sexism, homophobia, biphobia and transphobia.</p> <p><i>Democracy</i></p> <p>How laws are made and British Values.</p> <p>How voluntary charities improve communities.</p>	<p>PSHE ½ textbooks</p> <p>Rise Above</p>
	Spring	<p><i>Mental Wellbeing:</i></p> <p>How to recognise the early signs of mental wellbeing concerns</p> <p>Common types of mental ill health (e.g.; anxiety and depression)</p> <p>How to evaluate when something they do has a positive or negative effect on their own or other's mental health</p>	<p>Mental Health First Aid resources</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><i>Online and Media:</i> online risks, materials</p> <p><i>Internet Safety and Harms:</i> Safer Internet Day theme</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> </ul>	<p>UK Safer Internet Centre</p> <p>Rise Above Resources (Public Health England)</p>
		<p><i>Drugs Alcohol, Tobacco and Vaping</i></p> <ul style="list-style-type: none"> <li>• Facts about the harms of smoking and vaping benefits of quitting and how to access support.</li> <li>• Physical and psychological risks associated with alcohol consumption, and what is low risk consumption in adulthood.</li> <li>• Facts about legal and illegal drugs and their associated risks.</li> </ul> <p><i>Respectful Relationships including friendships:</i></p> <ul style="list-style-type: none"> <li>• In school and in wider society they can expect to be treated with respect by others, and that they should show respect and due tolerance to authority and other people's beliefs including British Values.</li> <li>• Stereotypes, in particular those based on sex, gender, race, religion, sexual orientation or disability can cause damage (e.g.; encourage prejudice).</li> <li>• What constitutes Misogyny and sexual harassment and why these are always unacceptable.</li> <li>• Legal rights and responsibilities and protected characteristics as defined by the Equality Act of 2010 - that everyone is unique and equal.</li> </ul>	<p>ORCA PSHE PowerPoints PSHE2 textbook</p> <p>Rise above (Public Health England)</p> <p>Disrespect Nobody Government campaign</p>
	Summer	<p><i>Being Safe:</i></p> <ul style="list-style-type: none"> <li>• Concept of laws relating to consent, exploitation, abuse, grooming, coercion harassment, domestic abuse etc can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others including sexual</li> </ul>	CEOPs

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>consent and how this can be withdrawn (including online)</p> <p><i>Changing adolescent body:</i></p> <ul style="list-style-type: none"> <li>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>The main changes which take place in males and females.</li> </ul>	
Year 9	Spring	<p><i>Online and Media:</i> online risks, materials</p> <p><i>Internet Safety and Harms:</i> Safer Internet Day theme (include sexting)</p> <p>Link to mental wellbeing ‘critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health’ including <i>Being Safe</i>.</p>	<p>UK Safer Internet Centre</p> <p>Rise Above (Public Health England)</p> <p>Orca PowerPoints</p>
	Summer	<p><i>Respectful Relationships, including friendships:</i></p> <ul style="list-style-type: none"> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes Misogyny, sexual harassment and sexual violence and why these are always unacceptable.</li> </ul> <p>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</p> <p><i>Intimate and sexual relationships, including sexual health:</i></p> <ul style="list-style-type: none"> <li>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g.; physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>The facts about the full range of contraceptive choices, efficacy, and options available.</li> </ul>	<p>Disrespect Nobody (GOV UK)</p> <p>FPA contraceptive box</p>
Year 10	Spring	<p><i>Online and Media:</i> online risks, materials (includes pornography and sexting)</p>	<p>UK Safer Internet Centre</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><i>Internet Safety and Harms:</i> Safer Internet Day theme - link to mental wellbeing 'critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>Includes: <i>Respectful Relationships:</i> Legal rights 2010 Equalities Act</p>	<p>Rise Above (Public Health)</p> <p>Disrespect Nobody (GOV UK)</p>
	Summer	<p>Includes: <i>Being Safe</i></p> <p><i>Intimate and sexual relationships and sexual health:</i></p> <ul style="list-style-type: none"> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> <p><i>Internet Safety and harms:</i> The risks related to online gambling.</p> <p><i>Drugs, alcohol and tobacco:</i> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul> <p><i>Basic First Aid:</i> basic treatment for common injuries.</p> <ul style="list-style-type: none"> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p>CASH team visit</p> <p>YGAM visit - workshops</p> <p>CGL visit - workshops</p> <p>First Responder workshops</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn	<p><i>Families:</i></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage is, including their legal status e.g.; that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.</li> </ul>	<p>Rise Above (Public Health England)</p> <p>Baby Borrowers (BBC)</p> <p>Underage and Pregnant (Channel Four)</p>
	Spring	<p>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.</p> <p>Safer Internet Day</p> <p><i>Online and Media:</i> online risks, materials (includes pornography) and criminal behaviours.  <i>Being Safe: sexual consent</i>  <i>Internet Safety and Harms:</i> Safer Internet Day theme - link to mental wellbeing 'critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p><i>Mental wellbeing and physical health and fitness:</i></p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness - promotion of wellbeing.</p> <p><i>Drugs, alcohol and tobacco:</i></p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p>	<p>UK Safer Internet Centre</p> <p>Mental Health First Aid resources</p> <p>Drugs display case. Talk to Frank website</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><i>Intimate and sexual relationships, including sexual health:</i></p> <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g.; physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy, and options available</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>Rise Above (Public Health England) resources</p> <p>FPA Contraception Box</p> <p>ScrewBalls! film</p>

**Appendix 2: DfE Guidance**  
**Relationships: Primary**

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
<b>Families and people who care for me.</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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..</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers, and adults.</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g.; family, school and/or other sources.</li> </ul>

## Relationships and Sex Education (RSE): Secondary

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
<b>Families</b>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g.; that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g.; how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes Misogyny, sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g.; pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively e.g.; physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Physical Health and Mental Wellbeing: Secondary

TOPIC	BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ, and stem cell donation</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• 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.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

**Appendix 3:****Parents/Carers form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parents/Carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the School to consider			
Parents/Carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with Parents/Carers	Include notes from discussions with Parents/Carers and agreed actions taken.