



## Relationships and Sex Education Policy

Policy Reference:

To be reviewed by: November 2022 Policy

Owner: Terence Cooper

Policy Progression Revisions		
Date	Reviewed by	Description of changes
November 2019		New Policy
November 2022	T Cooper and R Potter	Changes to curriculum overview and updates as per statutory changes.

Date Approved	
Date Reviewed by	
Signature of Chair	
Print Name	

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## 1. Aims

The Greater Peterborough areas still has higher than national average teenage pregnancy rates where recent Office for National Statistics data shows that 31 per 100,000 women aged 15 to 17 got pregnant in the three months to March 2018, the latest period for which data is available which was significantly above the England average of 17 in 100,000 during the same period, and amongst young people the Safer Lives report of 2015 estimated that 24% of girls and 18% of boys had been in abusive relationships. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- We support the DfE ambition for all young people to stay safe and prepared for life in modern Britain. This ambition is realized through the development of this policy, which covers our current statutory duty to provide age appropriate Relationships & Sex Education for the secondary phase of students education.

We aim to be fully inclusive in our teaching of RSE within the college and look for all students to be in a position to lead fulfilling and happy lives whilst being aware of any issues that might impact upon this.

## 2. Statutory requirements

This policy and our curriculum have been developed in response to the DfE Guidance on Relationships and Sex Education, the new statutory curriculum framework from September 2020.

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017 and the new statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

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.

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all pupils. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We recognise that all students will learn more about healthy relationships if RSE is fully inclusive.

We value the difference amongst our students and the wider community and seek to promote respect and understanding.

In order to ensure the RSE Curriculum meets the needs of all: Relationships and Sex Education (RSE) policy 2021

- We will teach about RSE themes relevant to all, and celebrate difference, enabling young people to respectfully question their views and those of others.
- We will encourage respect and positive communication, and discourage abuse and exploitation.
- We will not ask students to represent the views of any particular group, sexual orientation or gender identity to their peers, unless they choose to do so.

In relation to those with special educational needs or disability (SEND), we will ensure our RSE programme includes them and is appropriate to them.

### **3. Policy development**

This policy has been developed with regards to the DfE Guidance on Relationships and Sex Education, the new statutory curriculum framework from September 2020. The policy development and consultation process involved the following steps:

1. Review – The PSHE & Citizenship Co-ordinator pulled together all relevant information including relevant national and local guidance and the statutory curriculum framework.
2. Staff consultation – Year Leaders were given the first opportunity to look at the curriculum and make recommendations followed by asking teaching staff to do the same via year leaders. All staff are informed of the curriculum being followed and encouraged to feedback on the curriculum.
3. Parent/stakeholder consultation – parents and any interested parties are informed about the RSE curriculum and encouraged to contact the College and discuss the curriculum and any queries they may have. The policy is open for all parents to see and discuss.
4. Student consultation – we use the student voice group and an Equalities group to gain feedback from students and assess what students want from their RSE. Students are directly informed of the entire RSE curriculum across Years 7 to 11 and encouraged to contact the College and discuss the curriculum and any queries they may have.
5. Ratification – the policy will be shared with governors and ratified. With significant changes in the curriculum currently taking place, the policy and curriculum will be working documents and might need to go through alterations to take these changes further into account.

### **4. Definition**

RSE (Relationship and sex Education) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy. The content and delivery of RSE at the College will be conducted in an age appropriate way.

### **5. Curriculum**

An overview of our current curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum following the statutory guidance, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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

### **6. Delivery of RSE**

RSE is taught within the timetabled Skills for Life curriculum, assemblies and tutor time activities. Biological aspects of RSE are taught within the science curriculum. In year 7 this covers the basics of sexual reproduction and sexual organs. After this students focus mainly on the genetic aspect of reproduction. Aspects of RSE might also be found in other areas, such as, but not exclusively, English texts or Sociology.

Students might also receive stand-alone sex education sessions delivered by a trained health professional and during off timetable activities.

For more information about our RSE curriculum, see Appendix 1.

These areas of learning may be taught within the context of relationships, which can involve different family circumstances. We aim to ensure that there is no stigmatisation of any relationship type or 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).

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses and make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum. We will review any case study materials and look for feedback from other people the agency has worked with.

We will look for any materials used or agency to be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

The Governing Board will approve the RSE policy and hold the College Principal and PSHE & Citizenship Co-ordinator to account for its implementation.

## 7.2 The Principal

The Principal and PSHE & Citizenship Co-ordinator are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

## 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 students.
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE that parents have the right to withdraw from.

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 PSHE Co-Ordinator and or the Principal.

The timetabled lessons are taught by teachers to students in tutor groups (there might be rare exceptions due to timetabling). Along with these staff, the following staff are also involved in teaching RSE through assemblies and monitoring lessons for each year group:

PSHE & Citizenship Co-ordinator and Year 7 Year Leader: Terence Cooper

Year 8 Year Leader: Adam Rothery

Year 9 Year Leader: Ash Gregory

Year 10 Year Leader: Dan Hewitt

Year 11 Year Leader: Darren White

## 7.4 Students

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

## 8. Parents' Right to Withdraw

Whilst the Academy strongly encourages all students to participate in all aspects of RSE, we also acknowledge that parents and students do have the right to opt out of some aspects of RSE. In line with Section 34 of the Children and Social Work Act 2017, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents have the right to request to withdraw their child, up to and until three terms before the child turns 16.

There is no right to withdraw from Relationships Education or Health Education.

Parents or carers who have withdrawn their child from RSE will be asked to re-confirm their decision each year.

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

A copy of withdrawal requests will be placed in the student's educational record. The Principal or PSHE & Citizenship Co-ordinator will discuss the request with parents and arrange a meeting to examine the impact that a withdrawal from RSE might have and to inform parents as to what parts are non-statutory and statutory so parents know, in detail, what areas their child will still be taught.

The Principal or PSHE & Citizenship Coordinator will take any appropriate action as a result of this meeting.

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

## **9. 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 Principal or PSHE and Citizenship Co-ordinator may 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 Terence Cooper, PSHE & Citizenship Co-ordinator and each Year Leader as appropriate to their year group through: Planning scrutinies, book scrutinies, learning walks, student feedback.

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

This policy will be reviewed by Terence Cooper, PSHE & Citizenship Co-ordinator, annually. At every review, the policy will be approved by the Principal and ratified by the Governing Body.

## Appendix 1: Curriculum Overview

### Skills for life Scheme of work

#### Overall intent

To support students own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

#### Year 7

Lesson title	Learning objectives	Mapping to compulsory content for SRE, HSE and Citizenship.	Reasoning
Term 1 Self esteem, aspiration and being healthy.  Lesson 1 Aspiration	How can we be aspirational students and reach our full potential?		Building self esteem and aspirations as a starting point are designed to boost their confidence when starting secondary school.  Healthy living and eating help maintain attendance and also concentration and achievement.
Term 1 Self esteem, aspiration and being healthy.  Lesson 2 Self esteem	Why do we need self esteem and how do we build it up?	p.36 Mental wellbeing Point 2 & 5	
Term 1 Self esteem, aspiration and being healthy.  Lesson 3-4 Healthy living and eating	How can I keep a balanced diet?  Healthy meals, food groups and nutrition.  How do I know if I'm eating healthily?  Reading our food labels and recognising dangers	P.37 Healthy eating	
Term 2 Friendships, anti-smoking and alcohol.  Lesson 1 Smoking	To examine tobacco and see its effects.	P.37 Drugs, alcohol and tobacco Point 6	Initial anti-smoking and alcohol lessons as we know from experience some of our younger students start mixing with older ones early on, down areas such as the Manor, where they are potentially exposed to smoking and alcohol.

			Friendship issues commonly arise during the first term and into Christmas
Term 2 Friendships, anti-smoking and alcohol.  Lesson 2 Alcohol	To examine alcohol and see its effects.	P.37 Drugs, alcohol and tobacco Point 3&4	
Term 2 Friendships, anti-smoking and alcohol.  Lesson 3 Peer Pressure	Peer pressure– why is it so powerful and how can we overcome it?	P.36 Mental wellbeing Point 5. P.37 points 3, 4 & 6	
Term 2 Friendships, anti-smoking and alcohol.  Lesson 4 Toxic friendships and dilemmas.	Maintaining genuine friendships and avoiding toxic ones.	P.36 Mental wellbeing Point 5. P.27 families point 7 p.27 respect Point 1&2 p.29 Intimate relationships Point 1	
Term 3 Respectful relationships and RSE using Busy Bodies  Lesson 1 Busy Bodies	What is puberty?  What happens when I go through puberty?	P.38 changes point 1&2	RSE is building on from primary school, and moved earlier in the year as we know some primary schools missed out sections during lockdown. It concentrates primarily on puberty and bodily changes but also starts to bring in relationship aspects.
Term 3 Respectful relationships and RSE using Busy Bodies  Lesson 2 Busy Bodies	What do I need to know about sex?  What is a condom and what are the reasons to use them?	P.29 Intimate relationships points 6,7 & 9	
Term 3 Respectful relationships and RSE using Busy Bodies  Lesson 3 Busy Bodies	CHANGE CHANGE CHANGE  What will it be like when I have a romantic relationship?  What do I need to know about dating?	p.29 Intimate relationships points 9, 1 & 4 p.27 Respect point 1 p.28 Point 5 p.29 point 1	
Term 3 Respectful relationships and RSE using Busy Bodies  Lesson 4 Personal hygiene	How can I have excellent personal hygiene?	p.37 Health and prevention point 1	

Term 4 Diversity and others Lesson 1 Diversity – Aliens in Whittlesey	You will understand what makes up your local identity and who influences this and your community.	p. 30 hate crime p.28 point 7, 2 & 3 Citizenship	Assemblies and Themes for the week earlier in the year cover many aspects of protected characteristics along with anti-bullying week. The topic now re-iterates these issues to get them embedded further into deeper memory.
Term 4 Diversity and others Lesson 2 Diversity	Evaluate the meaning of prejudice and stereotyping.  Examining homophobia and stereotypes.	p. 30 hate crime p.28 point 7, 2 & 3 Citizenship	
Term 4 Diversity and others Lesson 3 Diversity	To assess the social attitudes towards disability.	p. 30 hate crime p.28 point 7, 2 & 3 Citizenship	
Term 5 British Values Lesson 1 Values for Modern Britain introduction and democracy.	To understand the history of democracy and how democracy works.	Citizenship	
Term 5 British Values Lesson 2 Values for Modern Britain - law.	To understand why the Rule of Law is an important value for Modern Britain.	Citizenship	British values are fully introduced and look not just at what they are but the underlying skills they produce. Completed after diversity to give an extra angle to this and build on this.
Term 5 British Values Lesson 3 Values for Modern Britain – individual liberty.	You will examine the ideas behind all four values for modern Britain  You will look in more detail at Individual Liberty	Citizenship	
Term 6 Personal development, enterprise and careers. Lesson 1 Personal Development and Self Discipline.	Taking control of my future – Personal development planning	Careers	Personal development at this point is aimed to get students reflecting on how they have achieved this year and how they aim to achieve going forward, along with examining possible career goals too.
Term 6 Personal development, enterprise and careers. Lesson 2 Employment and careers.	Employability – preparing for and nailing the job interview	Careers	

Term 6 Personal development, enterprise and careers.  Lesson 3 Enterprise and Entrepreneurs	What does it mean to be an entrepreneur?	Careers	
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Year 8

Lesson title	Learning objectives	Mapping to compulsory content for SRE, HSE and Citizenship.	Reasoning
Term 1 British values recap and health teeth and vaccines.  Lesson 1 Personal safety and first aid.	What do we need to know about personal safety and first aid?	P38 First aid point 1	Personal health covers the main sections in order to keep them safe and healthy, also starts the year ahead of HPV vaccines. British values recap is aimed to re-iterate to students the positive approach they should have to themselves and others, and why, serving as a reminder and link to Year 7.
Term 1 British values recap and health teeth and vaccines.  Lesson 2 Vaccinations	Who are 'anti-vaxxers' and how is this movement a danger to public health?	P.38 point 1	
Term 1 British values recap and health teeth and vaccines.  Lesson 3 looking after your teeth.	To understand the importance of teeth  To understand that sugar causes decay  To reflect on good habits to prevent gum disease and dental decay	P.37 Health and prevention point 2	
Term 1 British values recap and health teeth and vaccines.  Lesson 4 British values recap		Citizenship	
Term 2 RSE Consent, Porn, Sexting and Homophobia  Lesson 1 Consent	What is consent and why is it so important we learn about it?	p.28 Point 6 p.29 point 2	Having spoken to Y10 and 11 students previously both told us that it was far better doing these RSE topics at the start of Y8 as they felt that was the peak time for students sexting and starting to experiment.

Term 2 RSE Consent, Porn, Sexting and Homophobia Lesson 2 Pornography	Why is pornography so dangerous?	p.28 Online points 5&6	
Term 2 RSE Consent, Porn, Sexting and Homophobia Lesson 3 Sexting	What is 'sexting' and why should I be bothered about it?	P.28 Online points 7, 2 & 3	
Term 2 RSE Consent, Porn, Sexting and Homophobia Lesson 4 LGBT Homophobia	LGBT rights – but there's still so much to be done	p.28 points 2, 4 & 7	
Term 3 Online media, body image, internet safety and anti bullying. Lesson 1 Media and body image	How can we keep good mental health and a positive body image?	P.36 Internet point 1 P.37 Physical point 2	Assemblies and Themes for the week earlier in the year cover many aspects of protected characteristics along with anti-bullying week. The topic now reiterates these issues to get them embedded further into deeper memory.
Term 3 Online media, body image, internet safety and anti bullying. Lesson 2 Internet safety and online grooming	What is online grooming and how can we recognise the warning signs?	p.28 point 5 p.29 point 1	
Term 3 Online media, body image, internet safety and anti bullying. Lesson 3 Anti bullying	Bullying or banter – what is and what isn't acceptable?	p.28 point 4 p.37 point 1	
Term 4 Positive relationships and finance Lesson 1 Positive relationships	How can we keep safe and positive relationships?	p.27 Respect point 1 p.28 Point 3 p.29 Intimate relationships p.1 p.36 Mental wellbeing point 2	Student voice of older students suggested doing relationships with Y8 as they felt again they were more at risk at this point. Finances were seen as good to introduce here as many students begin to be more financially independent at this stage gaining their own cards and accounts.
Term 4 Positive relationships and finance Lesson 2 Finance lesson 1	How can I understand credit and debt?	p.36 Internet point 1	

Term 4 Positive relationships and finance Lesson 3 Finance lesson 2	How do I keep my finances secure?		
Term 4 Positive relationships and finance Lesson 4 Finance lesson 3	How can my money choices affect my mental wellbeing?	p.36 Mental wellbeing points 3, 4 & 5	
Term 5 Drugs and the law Lesson 1 Alcohol and cigarettes	Why must we be so careful of cigarettes and alcohol?	P.37 Drugs, alcohol and tobacco points 3&6	Longer summer months means more going out and mixing and with younger students mixing more with older ones in the local area at places like the Manor.
Term 5 Drugs and the law Lesson 2 Drugs and Law	Drugs, risks and the law – what do I need to know	P.37 Drugs, alcohol and tobacco point 2	
Term 5 Drugs and the law Lesson 3 Drugs – Class A, B and C drugs.	How dangerous are drugs and what are the different types?	P.37 Drugs, alcohol and tobacco point 1	
Term 6 Politics Lesson 1 Government introduction.	How does the British government work?	Citizenship	Many recent elections and votes have been in May and June time so designed to capitalise on possible political activity and interest generated ahead of the topic.
Term 6 Politics Lesson 2 Local Government	What is local government? Who makes decisions about our community and how can we get involved?	Citizenship	
Term 6 Politics Lesson 3 Parliament	How does the British Parliamentary system work?	Citizenship	
Term 6 Politics Lesson 4 Voting	Democracy, voting and elections. How does it all work and how do I get involved?	Citizenship	
Term 6 Politics Lesson 5 Origins	What are the origins of British Democracy?	Citizenship	

#### Year 9

Lesson title	Learning objectives	Mapping to compulsory content for SRE, HSE and Citizenship.	Reasoning
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<p>Term 1 British values recap, families and respectful relationships</p> <p>Lesson 1 Different relationships and how they are portrayed.</p>	<p>What is a relationship?</p> <p>Do you think the media changes the way we see relationships</p>	<p>p.27 families points 1&amp;2 p.27 Respect point 1 P.36 internet point 1 p.28 point 2</p>	<p>The British values lesson provides a link to Y8 and recaps and re-iterates points there after the holidays.</p> <p>The Health related survey shows a major change in relationships between Y8 and 10, so based on this Y9 is quite RSE heavy to prepare students.</p>
<p>Term 1 British values recap, families and respectful relationships</p> <p>Lesson 2-3 Good and bad qualities in relationships.</p>	<p>What makes a relationship negative?</p> <p>What can you do if you are in a negative relationship?</p> <p>What can you do to help someone in a negative relationship?</p>	<p>p.27 Respect point 1 p.28 points 1, 5 &amp; 6 p.29 point 1 p.29 Intimate relationships point 1, 4 &amp; 2</p>	
<p>Term 1 British values recap, families and respectful relationships</p> <p>Lesson 4 British Values recap</p>	<p>To understand what British values are</p> <p>To respond to a real-life scenario using British values to inform your actions</p>	<p>Citizenship</p>	
<p>Term 2 Respectful relationships, online media and safety.</p> <p>Lesson 1 When is sex appropriate and sexting</p>	<p>When is sex appropriate?</p> <p>Is it illegal to send a naked Snapchat?</p>	<p>P.29 Intimate relationships points 1 &amp; 5 p.28 Online points 2, 4 &amp; 7</p>	
<p>Term 2 Respectful relationships, online media and safety.</p> <p>Lesson 2 Ending a relationship and losing someone.</p>	<p>Why might you want to end a relationship?</p> <p>What can you do when you've lost a friend?</p>	<p>P.27 Respect point 1 P.36 Mental wellbeing point 1</p>	
<p>Term 2 Respectful relationships, online media and safety.</p> <p>Lesson 3 E-safety</p>	<p>Why must we be so careful with social media?</p>	<p>P.28 Online point 1, 2 &amp; 3 P.36 Internet point 1</p>	
<p>Term 2 Respectful relationships, online media and safety.</p> <p>Lesson 4 Anti Bullying</p>	<p>Anti bullying and staying safe.</p>	<p>P.37 point 1 P.28 Online Point 4 P.28 Point 4</p>	

	<p>To consider how it feels to be unsafe and develop our empathy for people in a difficult situation.</p> <p>To understand what is meant by rights and responsibilities when we are talking about bullying.</p> <p>To discuss how young people being bullied can be supported</p>		
<p>Term 3 RSE, sex, contraception, STI's, CSE and teen pregnancy</p> <p>Lesson 1 Sex and contraception.</p>	<p>To discuss the reasons people have sex</p> <p>To understand the basic mechanics of sex</p> <p>To understand the different types of contraception</p>	P.29 Intimate relationships points 1, 6 & 12	
<p>Term 3 RSE, sex, contraception, STI's, CSE and teen pregnancy</p> <p>Lesson 2 STI's and sexual health.</p>	<p>You will look at STI's, what they are, what different ones there are and their symptoms, and how they are passed on</p>	P.29 Intimate relationship points 2, 9, & 10	
<p>Term 3 RSE, sex, contraception, STI's, CSE and teen pregnancy</p> <p>Lesson 3 What is it like to be a teen parent?</p>	<p>You will the effects that teenage pregnancy and looking after a baby as a result can have on your lives – both as mum or dad</p>	P.29 Intimate relationship points 2, 8 & 12	
<p>Term 4 Equality, protected characteristics and anti bullying.</p> <p>Lesson 1 Protected characteristics and sexism</p>	<p>How everyone has the right to be treated equally</p> <p>Sexism and gender prejudice – what is it and is it still such an issue today?</p>	P.27 Respect point 1 P.28 Ponts 1, 2, 3, 4, 6 & 7	<p>Assemblies and Themes for the week earlier in the year cover many aspects of protected characteristics along with anti-bullying week. The topic now re-iterates these issues to get them embedded further into deeper memory.</p>
<p>Term 4 Equality, protected characteristics and anti bullying.</p> <p>Lesson 2 Homophobia</p>	<p>Homophobia and homophobic bullying</p>	P.27 Respect point 1 P.28 Ponts 1, 2, 3, 4, 6 & 7	
<p>Term 4 Equality, protected characteristics and anti bullying.</p> <p>Lesson 3 Stereotyping</p>	<p>Prejudice and Discrimination: Stereotyping</p>	P.27 Respect point 1 P.28 Ponts 1, 2, 3, 4, 6 & 7	
<p>Term 4 Equality, protected characteristics and anti bullying.</p>	<p>How to use the internet safely</p>	P.37 point 1	

Lesson 4 safe online			
Term 5 Equality continued with racism and disability. Lesson 1 religious discrimination	What is religious discrimination and why does it still happen?	P.28 points 2, 3 & 7 Citizenship	
Term 5 Equality continued with racism and disability. Lesson 2-3 Show racism the red card.	To understand what racism and discrimination is. To examine cultural identity.	P.28 points 2, 3 & 7 Citizenship	
Term 6 Personal health and wellbeing. Lesson 1 Fitness freak or couch potato	You will consider how your environment promotes a healthy lifestyle.	P.37 Physical point 1 & 2 P.36 Mental Health point 6	Chosen ahead of the summer holidays to help students keep themselves safe and healthy.
Term 6 Personal health and wellbeing. Lesson 2 Body image and eating disorders.	How can we recognise and prevent developing eating disorders?	P.37 Physical point 2 P.37 Healthy point 1 P.36 Internet point 1	
Term 6 Personal health and wellbeing. Lesson 3 safe students.	How can we prevent online bullying?	P.37 point 1	
Term 6 Personal health and wellbeing. Lesson 4 resilience.	How can we keep good mental health and be resilient?	P.36 points 2, 3, 4 & 5	

#### Year 10

Lesson title	Learning objectives	Mapping to compulsory content for SRE, HSE and Citizenship.	Reasoning
Term 1 Online media, body image, impacts and internet safety. Lesson 1 Media and body image	What is body image? What influence can the media have on young people?	P.36 Internet point 1 P.37 Physical point 2	Start of GCSE years, these topics are seen as developing critical thinking skills along with personal development.
Term 1 Online media, body image, impacts and internet safety. Lesson 2 Media influence	What is media and what influence can it have?	P.36 Internet point 1 P.37 Physical point 2	
Term 1 Online media, body image, impacts and internet safety. Lesson 3 Internet safety	To think about why people ignore social media advice.	P.36 Internet point 1 P.37 point 1 P.28 Online point 1	

	To examine the dangers of trying to fit in on social media and how 'See it, Stop it, Sort it.' can help.		
Term 2 Respectful relationships and abortion  Lesson 1 Abortion	What is an abortion?  Why do women choose to have an abortion? Pro life and pro choice points of view.	Intimate relationships points 2, 8 and 12	Older students can be less black and white on issues and approach them more evenly, so issues like Abortion and FGM can be better discussed and these lessons aim to do that. Stress links in with students approaching GCSE's and beginning to do mock exams.
Term 2 Respectful relationships and abortion  Lesson 2 FGM	FGM – what is it, why is it so serious and what can we all do to help?	P.29 point 1	
Term 2 Respectful relationships and abortion  Lesson 3 Stress	How can we keep good mental health and cope successfully with stress?	P.36 Mental wellbeing points 3 & 4 P.37 Physical point 1	
Term 3 Drugs and life saving first aid.  Lesson 1-2 Seven dwarves of big tobacco and alcohol impacts.	You will look at how cigarette companies have acted and how they make and sell cigarettes.  You will examine the responsibility you have to others when using alcohol.	P.37 Drugs, alcohol & tobacco points 3, 4 & 6	Many of these aspects build from previous years and are seen as recapping and developing topics further, to re-iterate points.
Term 3 Drugs and life saving first aid.  Lesson 3-4 Ebenezer Goode or bad.	You will look at a range of drugs and their effects	P.37 Drugs, alcohol & tobacco points 1 & 2	
Term 3 Drugs and life saving first aid.  Lesson 4 First aid.	What do we need to know about personal safety and first aid?	P.38 First Aid point 1	
Term 4 Discrimination and finance.  Lesson 1 Discrimination	What are Protected Characteristics?  What does 'equal opportunities' mean?	P.28 point 7	Protected characteristics is building on Themes for the week earlier in the year. Finance, money and work based topics are aimed to get them thinking about work and careers and give a mid-course boost to help them see indirectly a goal for their exam

			success. Many students also begin to do part time work and become more financially independent at this time.
Term 4 Discrimination and finance. Lesson 2 Finance and budgeting, and payslips.	How do I understand payslips and deductions?	Finance	
Term 4 Discrimination and finance. Lesson 3 Finance – staying in control	How do I stay in control of my money?	Finance	
Term 5 Human rights and employment rights. Lesson 2 Human rights	Do we still need the Human Rights Act in the UK today?	Citizenship	
Term 5 Human rights and employment rights. Lesson 3 Employment rights	Employment law, employee protection and trade unions	Citizenship	
Term 6 Money L1 money management	How can I successfully manage my money?  The importance of budgeting.	Finance	
Term 6 Money L3 money management	How can I successfully manage my money?  Savings, loans and interest rates.	Finance	
Term 6 Money L4 money management	How can I successfully manage my money?  Using the right financial products for you.	Finance	
Term 6 Money L5 money management	How can I successfully manage my money?  Accounts, savings, loans and financial organisations.	Finance	
Term 6 Money L6 money management	How can I successfully manage my money?  Making and checking transactions	Finance	

Term 6 Money L7 Ethical financial decisions	Making Ethical Financial Decisions	Finance	
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Year 11

Lesson title	Learning objectives	Mapping to compulsory content for SRE, HSE and Citizenship.	Reasoning
Term 1 Staying healthy, physical health, lifestyle choice. Lesson 1 Staying healthy.	What are the consequences of not living healthily?	P.36 Mental wellbeing point 6 P.37 Physical Points 1 & 2	Y11, especially girls, see a drop off in sports and activity so these aim to boost that back up and counteract it along with examining other healthy alternatives.
Term 1 Staying healthy, physical health, lifestyle choice. Lesson 2 Healthy choices	What do we mean by a 'healthy lifestyle'? Healthy Living Introduction	P.36 Mental wellbeing point 6 P.37 Physical Points 1 & 2	
Term 1 Staying healthy, physical health, lifestyle choice. Lesson 3 Activity	How can I commit to a healthy life? Living a healthy, active life and exercising	P.36 Mental wellbeing point 6 P.37 Physical Points 1 & 2	
Term 2 RSE, Fertility, families and choices. Lesson 1 Parenting	Being a new parent – what is this like and why can it be so challenging?	P.29 Intimate relationships point 2 P.27 Family points 2 & 6	RSE is more based towards having families and long term relationships.
Term 2 RSE, Fertility, families and choices. Lesson 2 Fertility	What do we need to know about fertility and our reproductive health?	P.29 Intimate relationships points 3, 7 & 8	
Term 2 RSE, Fertility, families and choices. Lesson 3 Choices	To understand how sexual activity and lifestyle choices can lead to unforeseen consequences and lifestyle choices through infections such as HIV.	P.29 Intimate relationships points 2, 8 & 9	
Term 2 RSE, Fertility, families and choices. Lesson 4-5 STI Recap and choices.	You will look at, and discuss, the places you can go for help on a range of sexual health issues.  You will look at loving and family relationships and consider how these can go wrong and how to spot this.	P.29 Intimate relationships points 2, 8, 9 & 11	Abusive relationships and STI's are recapped with extra detail added for an older audience.

Term 3 The law and consent, and abuse Lesson 1 respect and consent	Exploring what respectful relationships involve and starting to identify what a respectful relationship does not involve.	P.27 Respect point 1 P.28 Respect 1, 3, 4 & 5 P.29 Points 1 & 2 P.29 Intimate relationships points 1, 2, 4 & 5	
Term 3 The law and consent, and abuse Lesson 2 positive and negative relationship traits	Look at what is important in relationships and how to spot the signs of an abusive relationship.	P.27 Respect point 1 P.28 Respect 1, 3, 4 & 5 P.29 Points 1 & 2 P.29 Intimate relationships points 1, 2, 4 & 5	
Term 3 The law and consent, and abuse Lesson 3 Domestic violence	Learning about domestic violence, its prevalence and where to get help if you or someone you know is experiencing domestic violence.	P.27 Respect point 1 P.28 Respect 1, 3, 4 & 5 P.29 Points 1 & 2 P.29 Intimate relationships points 1, 2, 4 & 5	
Term 4 revision and wellbeing Lesson 1 Mindfulness	What is mindfulness? How can it help us with our mental health?	P.36 Mental wellbeing point 3 P.37 Physical point 1	Heading into GCSE exams the final sessions are based around mental health re exams and revisions strategies.
Term 4 revision and wellbeing Lesson 2 Revision tips	How can I successfully revise and prepare for my exams?	P.36 Mental wellbeing point 3 P.37 Physical point 1	
Term 4 revision and wellbeing Lesson 3 Revision strategies part 1	You will examine ways of coping with exams and revision strategies	P.36 Mental wellbeing point 3 P.37 Physical point 1	
Term 4 revision and wellbeing Lesson 4 Revision strategies part 2	You will examine ways of coping with exams and revision strategies	P.36 Mental wellbeing point 3 P.37 Physical point 1	

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

TOPIC	STUDENTS SHOULD KNOW
Families	<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 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>
Respectful relationships, including friendships	<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 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>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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>
Being safe	<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>

TOPIC	STUDENTS SHOULD KNOW
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<p>Intimate and sexual relationships, including sexual health</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>
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Appendix 3: 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

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Any other information you would like the school to consider

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Parent signature

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	
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