



# **RSE Policy**

*September 22*

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<b>Equality Impact</b>			
Statement	We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.		
	The person responsible for equality impact assessment for this document is Helen Wilson.		
Screening	This document has been screened by the Equality Team and the impact has been assessed as:		
	<input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High		

## 1. Purpose

- 1.1. The purpose of this policy is to describe our practice in providing relationship and sex education (RSE)
- 1.2. RSE is about the emotional, social and cultural development of children and young people and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 1.3. RSE involves a combination of sharing information, and exploring issues and values.
- 1.4. RSE is not about the promotion of sexual activity.
- 1.5. HRE does not involve sexual health

## 2. Scope of Policy

2.1 This policy applies to all stakeholders. It sets out our approach to RSE

## 3. Reason for Review

3.1 This policy has been reviewed to reflect changes to the curriculum and our delivery of the RSE statutory content.

## 4. Policy Development

4.1 Review – professionals pulled together all relevant information including relevant national and local guidance

4.2 Governor consultation – all governors were given the opportunity to review the draft policy and provide feedback

4.3 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

4.4 Parent/stakeholder consultation – a copy of the policy was shared with parents and made available on the school website for any other interested parties, feedback was invited through completion of a questionnaire.

4.5 Pupil consultation – we investigated what exactly children and young people want from their RSE curriculum using pupil voice questionnaires.

4.5 Ratification – once amendments were made, the final policy was shared with governors and ratified

## 5. Statutory requirements

As a secondary school we must provide **RSE** to all children and young people as per section 34 of the [Children and Social work act 2017](#).

At Samuel Laycock we teach RSE as set out in this policy.

## 6. Intent:

The aim of the relationship and sex education (**RSE**) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare children and young people for puberty, and find them an understanding of sexual development and the importance of health and hygiene

- Help children and young people develop feelings and an understanding of self-respect, confidence, and empathy
- To help children and young people develop interpersonal, decision making and assertiveness skills
- Create a positive culture around sexuality and relationships **RSE**
- Teach children and young people the correct vocabulary to describe themselves and their bodies
- Develop pupil's knowledge and understanding, as appropriate, for the changes in their body
- To help children and young people form and maintain appropriate safe relationships of all kinds with peers, family members, carers and friends
- To help children and young people understand and learn social boundaries i.e. what is acceptable and what is unacceptable
- To help children and young people understand the feelings they may have and how to express them appropriately
- To help children and young people know about the ways their bodies work and the changes as they grow
- To help children and young people understand themselves better and to encourage independence through clear practical information and guidance
- To help children and young people develop the skills to recognise and reduce the risk of abuse and exploitation
- To enable children and young people to know their rights and responsibilities to: understand their rights to sexual expression within the law
- To enable children and young people to know their rights and responsibilities to: identify sources of appropriate information and facilities for personal support
- To enable children and young people to know their rights and responsibilities to: access support from specialist staff to help with the specific issues around sexual behaviour
- To enable children and young people to know their rights and responsibilities to develop the ability to make informed choices and decisions
- To enable children and young people to know their rights and responsibilities to develop an individual knowledge and understanding of the risks involved in particular behaviours, including internet use in this context

## 7. Curriculum Implementation

The curriculum is set out in Appendices 1 and 2 however we may need to adapt it as and where necessary.

We have developed the curriculum in consultation with parents, children and young people and staff, considering the age, needs and feelings of children and young people. If children and young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our PSHE curriculum, see our curriculum overview in Appendix 1, appendix 2 details the RSE content that will be covered in each PSHE unit of study.

## Delivery of RSE

RSE is delivered through our PSHE programme of study which incorporates all areas of the statutory guidance. Where appropriate external agencies may deliver bespoke interventions or specific programmes. In addition to delivery of RSE through the PSHE programme aspects of the statutory guidance may also be covered in other curriculum subjects such as Computing, Science, PE, Living Skills and ASDAN.

A range of teaching methods which involve pupil's full participation are used to teach RSE. These include use of media clips, discussion, social stories, drama and role-play. RSE is usually delivered in mixed gender groups, there may be occasions where it is appropriate for particular sessions to be taught in separate gender groups, this is at the discretion of the class teacher and in collaboration with the RSE coordinator.

For assessment, recording and reporting purposes teachers will look for understanding in relation to maturity and build on previous experiences. Assessments will be made in discussion with the children and young people themselves, knowledge and skills are assessed against a bespoke bank of 'I can' statements, these are under review to ensure they meet recent updates to the PSHE/RSE curriculum. In addition to this PSHE/RSE work frequently links into EHCP outcomes and progress towards EHCP step targets, these are tracked using the school assessment platform Filemaker. Are these assessed against a set of I can statements?? If so you could mention about how these have been developed as a bespoke assessment tool kit for our young people?

All materials used are suitable to the age and cultural background of the individuals and appropriate to the level of need.

## Secondary

Relationships and sex education (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, including online safety
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

## **8. Roles and responsibilities**

### **8.1 The governing board**

The local governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children and young people from [non-statutory/non-science] components of RSE (see section 8).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children and young people
- Responding appropriately to children and young people whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 their **line manager in the first instance**.

The member of staff responsible for the coordination of the PHSE curriculum is also responsible for the coordination of the RSE programme, this responsibility currently lies with an Assistant Headteacher.

Class teachers are responsible for the delivery of RSE to their form groups and for creating content that is bespoke and appropriate for the needs of the individuals in their group.

### **Children and young people**

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

## **9. Procedures and practice (Parents right to withdraw)**

The RSE curriculum is based around modular programmes, incorporating national guidelines. It is supported by the underlying philosophy embedded in the **school values of RESPECT – Resilience, Effort, Safety, Politeness, Equality, Courage, Truth. RESPECT – might be worth putting our values in here?**

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE curriculum. Dialogue with parents on this matter will be recorded. However, the school would strongly recommend that all children and young people have access to these modules and staff are happy to discuss any details with parents. There is no right to withdraw from Relationships Education (DfE

Relationships and Sex Education and Health education Statutory Guidance 2019, [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/401822/Relationships_Education,_Relationships_and_Sex_Education_and_Health_Education_guidance_(publishing.service.gov.uk).pdf)

Parents have the right to withdraw their children from the non-statutory and non-science 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 and take appropriate action.

Alternative work will be given to children and young people who are withdrawn from sex education.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or disadvantage. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

## **10. Equal opportunities**

*10.1.* We aim to provide an environment that is free from discrimination on any grounds including gender, race, ethnicity, colour, nationality, disability, sexual orientation, age and religious or political belief.

*10.2.* We believe that children and young people will benefit from an approach which recognises that learners may be at different stages of emotional, social, physical, personal and intellectual growth and therefore may require their opportunities to learn to be adapted within the same curriculum.

*10.3.* When teaching RSE we acknowledge that individual families will have their own cultural diversity and ethos in relation to human sexuality and sexual relationships. We cannot deliver individualised moral guidance to children and young people but will ensure that the RSE delivered is never value free and we will support parents in how best they may approach moral issues with their child if they wish.

*10.4.* We support the right of all children and young people and staff to equal access and chances, regardless of ethnicity, gender, social circumstances, ability / disability, belief, age or sexuality.

## **11. Health and safety**

Health and Safety issues are described fully in the school Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

## 12. Professional Development

All staff are provided with training opportunities to deliver the curriculum where appropriate and are encouraged to seek out their own professional development opportunities.

## 13. Confidentiality

13.1. Parents are kept informed of the content of the RSE curriculum. Children's individual needs will not be discussed in a classroom setting, fictitious examples are used. During RSE sessions a 'private' sign will be placed on the classroom door indicating the importance of confidentiality to children and young people. Teachers maintain confidentiality. Child protection concerns would override all other consideration including confidentiality.

## 14. Child Protection Procedures

14.1. Our Child Protection policies and procedures are in a separate document and staff will follow these procedures if a child discloses information or displays behaviour that may cause the member of staff concern.

## 15. Sources and references

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

15.1. Sex and Relationship Guidance DfE 0116/2000

15.2. Relationships Education, Relationships and sex Education (RSE) and Health

15.3. Education Statutory Guidance. Feb 2019



**Appendix 1 - Samuel Laycock Curriculum Map for PSHE Incorporating RSE**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	Transition, coping with change, personal identity	Keeping safe	Diet, exercise and healthy choices	Healthy Relationships & Valuing Difference	Money	Feelings & Emotions
<b>Year 8</b>	First aid and personal safety	Challenging racism and discrimination	Puberty and growing up		Healthy relationships & consent	Self-esteem and romance
<b>Year 9</b>	Mental health and emotional wellbeing (include body image)	Managing peer pressure & illicit substances	Online safety, sexting & pornography	Being a global citizen	Money and My Finances	Rights and responsibilities
<b>KS4 Cycle A (2021-22)</b>	<b>Managing my wellbeing</b>  Links to ASDAN Personal Development Programmes – 1A4, 3A6, 3B3, 7A3, 7A4, 7A6, 7A8, 7B2, 7B5, 7B6	<b>Just Say No!</b>  Links to ASDAN Personal Development Programmes – 1A4, 1A6	<b>Positive Relationships</b>  Links to ASDAN Personal Development Programmes – 1A4	<b>Healthy Lifestyles, Healthy Futures</b>  Links to ASDAN Personal Development Programmes – 1A4, 7A1, 7B5	<b>Our Society and the Community Around Us</b>  Links to ASDAN Personal Development Programmes – 1A4, 2A1, 12B5	<b>Preparing for Change And/Or</b> First aid review from KS3 learning. Revisit key areas pertinent to group e.g. <ul style="list-style-type: none"> <li>• Healthy relationships &amp; consent</li> <li>• Discrimination</li> <li>• Transition</li> <li>• British values, being a good citizen</li> </ul> Links to ASDAN Personal Development Programmes – 7A7, 7B1
<b>KS4 Cycle B (2022-23)</b>	<b>Relationships, Families and Becoming a Parent</b> Links to ASDAN Personal Development Programmes – 1A4	<b>Drinking and Antisocial Behavior</b>  Links to ASDAN Personal Development Programmes – 1A4	<b>Healthy Personal Relationships</b>  Links to ASDAN Personal Development Programmes – 1A4	<b>Am I safe Online?</b>  Links to ASDAN Personal Development Programmes – 1A4	<b>Show Me the Money!</b>  Links to ASDAN Personal Development Programmes – 1A4, 6A3, 6A5, 6B3, 6B4	
Skills around teamwork, communication and problem solving are developed throughout the PSHE/RSE programme of study in all year groups.						

## Appendix 2 - RSE and KCSIE Content Mapped to PSHE Units

### Year 7

Term	Topic	Primary RSE Content that can be revisited	Secondary Statutory Content Links
Autumn 1	Transition, coping with change, personal identity	<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>• the conventions of courtesy and manners</li> </ul>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
Autumn 2	Keeping safe	<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> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</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>• what to do and where to get support to report material or manage issues online.</li> </ul> <p><u>KCSIE Links</u> Abuse from peers can be online through:</p> <ul style="list-style-type: none"> <li>• Abusive, harassing, and misogynistic messages</li> <li>• Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups</li> <li>• Sharing of abusive images and pornography, to those who don't want to receive such content and that sharing such images is a criminal offence</li> </ul> <p>Pupils should learn to identify indicators of abuse and know ways to report their concerns. Pupils should understand that upskirting is a criminal offence and the actions to take if they feel this has happened to them.</p>

Spring 1	Diet, exercise and healthy choices	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<ul style="list-style-type: none"> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <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 cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
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Spring 2	Healthy Relationships & Valuing Difference	<ul style="list-style-type: none"> <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> <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> </ul>	<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>• 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>• 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> <p><b><u>KCSIE Links</u></b> Pupils should understand:</p> <ul style="list-style-type: none"> <li>• that bullying includes prejudiced-based and discriminatory bullying</li> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> <li>• how to recognise indicators of peer-on-peer abuse and actions to take to report it</li> </ul>
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Summer 1	Money		<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> </ul>
Summer 2	Feelings & Emotions	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<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> </ul> <p><b><u>KCSIE Links</u></b> Pupils should understand:</p> <ul style="list-style-type: none"> <li>that bullying includes prejudiced-based and discriminatory bullying</li> </ul>

## Year 8

Term	Topic	Primary RSE Content that can be revisited	Secondary Statutory Content Links
Autumn 1	First aid and personal safety	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.15</li> <li>the purpose of defibrillators and when one might be needed.</li> <li>the concepts of, and laws relating to, <b>sexual</b> consent, <b>sexual</b> exploitation, abuse, grooming, coercion, harassment, <b>rape</b>, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>how the use of alcohol and drugs can lead to risky <b>sexual</b> behaviour.</li> </ul>
Autumn 2	Enterprise & challenging career stereotypes		<ul style="list-style-type: none"> <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> </ul>
Spring 1	Challenging racism and discrimination	<ul style="list-style-type: none"> <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 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> </ul>	<ul style="list-style-type: none"> <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>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>
Spring 2	Puberty and growing up	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<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> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing <b>sexual pressure</b>, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>

		<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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>• 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><u>KCSIE Links</u> Pupils should understand:</p> <ul style="list-style-type: none"> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> <li>• how to recognise indicators of peer-on-peer abuse and actions to take to report it</li> </ul>
Summer 1	Healthy relationships & consent	<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> </ul>	<ul style="list-style-type: none"> <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> <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>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>

		<ul style="list-style-type: none"> <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> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p><u>KCSIE Links</u> Pupils should understand:</p> <ul style="list-style-type: none"> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> <li>• how to recognise indicators of peer-on-peer abuse and actions to take to report it</li> </ul>
Summer 2	Self-esteem and romance	<ul style="list-style-type: none"> <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> </ul>	<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, <b>sex</b> and friendship.</li> <li>• that all aspects of health can be affected by choices they make in <b>sex</b> and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• that there are a range of strategies for identifying and managing <b>sexual pressure</b>, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>



## Year 9

Term	Topic	Primary RSE Content that can be revisited	Secondary Statutory Content Links
Autumn 1	Mental health and emotional wellbeing (include body image)	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<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> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</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> </ul> <p><b>KCSIE Links</b> Pupils should understand:</p> <ul style="list-style-type: none"> <li>that bullying includes prejudiced-based and discriminatory bullying</li> </ul>
Autumn 2	Careers and aspirations for the future		<ul style="list-style-type: none"> <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>
Spring 1	Online safety, sexting & pornography	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and</li> </ul>	<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> </ul>

		<p>the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<ul style="list-style-type: none"> <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>• <b>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.</b></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> <p><u>KCSIE Links</u> Pupils should learn that abuse from peers can be online through:</p> <ul style="list-style-type: none"> <li>• Abusive, harassing, and misogynistic messages</li> <li>• Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups</li> <li>• Sharing of abusive images and pornography, to those who don't want to receive such content and that sharing such images is a criminal offence</li> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> <li>• Pupils should learn to identify indicators of abuse and know ways to report their concerns.</li> <li>• Pupils should understand that upskirting is a criminal offence and the actions to take if they feel this has happened to them.</li> </ul>
Spring 9 2	Managing peer pressure &	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<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> </ul>

	illicit substances		<ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</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>
Summer 1	Money and taking care of the environment, being a global citizen		<ul style="list-style-type: none"> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <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> </ul>
Summer 2	Rights and responsibilities		<ul style="list-style-type: none"> <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>

## Key Stage 4

Term	KS4 Cycle A	Secondary Statutory Content Links
Autumn 1	<p><b>Managing My Wellbeing</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4, 3A6, 3B3, 7A3, 7A4, 7A6, 7A8, 7B2, 7B5, 7B6</p>	<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> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</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> </ul> <p><u>KCSIE Links</u> Pupils should learn about the impact of bullying on a person's emotional and mental wellbeing including prejudice based and discriminatory bullying</p>
Autumn 2	<p><b>Just Say No!</b></p> <p>Accreditation link: ASDAN Module 5 – Tobacco and Drugs</p> <p>Links to ASDAN Personal Development Programmes – 1A4, 1A6</p>	<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky <b>sexual</b> behaviour.</li> <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 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>
Spring 1	<p><b>Positive Relationships</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4</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, <b>sex</b> and friendship.</li> <li>• that all aspects of health can be affected by choices they make in <b>sex</b> and relationships, positively or negatively, e.g. physical, emotional, mental, <b>sexual</b> and reproductive health and wellbeing</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> </ul>

		<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>• the concepts of, and laws relating to, <b>sexual</b> consent, <b>sexual</b> exploitation, abuse, grooming, coercion, harassment, <b>rape</b>, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul> <p><u>KCSIE Links</u> Pupils should learn that abuse from peers can be online through:</p> <ul style="list-style-type: none"> <li>• Abusive, harassing, and misogynistic messages</li> <li>• Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups</li> <li>• Sharing of abusive images and pornography, to those who don't want to receive such content and that sharing such images is a criminal offence</li> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> <li>• Pupils should learn to identify indicators of abuse and know ways to report their concerns.</li> <li>• Pupils should understand that upskirting is a criminal offence and the actions to take if they feel this has happened to them.</li> </ul>
Spring 2	<p><b>Healthy Lifestyles, Healthy Futures</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4, 7A1, 7B5</p>	<ul style="list-style-type: none"> <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 cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>

		<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Summer 1	<p><b>Our Society and the Community Around Us</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4, 2A1, 12B5</p>	<ul style="list-style-type: none"> <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>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> <p><b><u>KCSIE Links</u></b> Pupils should understand:</p> <ul style="list-style-type: none"> <li>that bullying includes prejudiced-based and discriminatory bullying</li> </ul>
Summer 2	<p><b>Preparing for Change</b></p> <p><b><u>And/Or</u></b></p> <p>First aid review from KS3 learning. Revisit key areas pertinent to group e.g.</p> <ul style="list-style-type: none"> <li>Healthy relationships &amp; consent</li> <li>Discrimination</li> <li>Transition</li> <li>British values, being a good citizen</li> </ul> <p>Links to ASDAN Personal Development Programmes – 7A7, 7B1</p>	<p>RSE and KCSIE Links will be dependent on the content covered as meets the needs of individuals in any a given group.</p>

Term	KS4 Cycle B	Links to RSE Secondary Statutory Content
Autumn 1	<p><b>Relationships, Families and Becoming a Parent</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4</p>	<ul style="list-style-type: none"> <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 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, <b>sex</b> and friendship.</li> </ul> <p><i>Primary content that could be revisited in this unit</i></p> <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> </ul>
Autumn 2	<p><b>Drinking and Antisocial Behaviour</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4</p>	<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky <b>sexual</b> behaviour.</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>
Spring 1	<p><b>Healthy Personal Relationships</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4</p>	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, <b>sexual</b> consent, <b>sexual</b> exploitation, abuse, grooming, coercion, harassment, <b>rape</b>, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how the use of alcohol and drugs can lead to risky <b>sexual</b> behaviour.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing <b>sexual pressure</b>, 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>• 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> </ul>

		<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential <b>sexual</b> and reproductive health advice and treatment.</li> <li>• how people can actively communicate and recognise consent from others, including <b>sexual consent</b>, and how and when consent can be withdrawn (in all contexts, including online).</li> <li>• what constitutes sexual harassment and <b>sexual violence</b> and why these are always unacceptable</li> </ul> <p><u>KCSIE Links</u> Pupils should learn that abuse from peers can be online through:</p> <ul style="list-style-type: none"> <li>• Abusive, harassing, and misogynistic messages</li> <li>• Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups</li> <li>• Sharing of abusive images and pornography, to those who don't want to receive such content and that sharing such images is a criminal offence</li> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> </ul> <p>Pupils should learn to identify indicators of abuse and know ways to report their concerns.</p>
Spring 2	<p><b>Am I safe Online?</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4</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> <li>• <b>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.</b></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> <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</li> </ul>



		<p>gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <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> <p><u>KCSIE Links</u> Pupils should learn that abuse from peers can be online through:</p> <ul style="list-style-type: none"> <li>• Abusive, harassing, and misogynistic messages</li> <li>• Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups</li> <li>• Sharing of abusive images and pornography, to those who don't want to receive such content and that sharing such images is a criminal offence</li> <li>• the concept of consent in relation to sexting and the consensual or non-consensual sharing of nude and semi-nude photos/videos</li> </ul>
Summer 1	<p><b>Show Me the Money!</b></p> <p>Links to ASDAN Personal Development Programmes – 1A4, 6A3, 6A5, 6B3, 6B4</p>	<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> </ul>
Summer 2	<p><b>Preparing for Change</b></p> <p><u>And/Or</u></p> <p>First aid review from KS3 learning. Revisit key areas pertinent to group e.g.</p> <ul style="list-style-type: none"> <li>• Healthy relationships &amp; consent</li> <li>• Discrimination</li> <li>• Transition</li> <li>• British values, being a good citizen</li> </ul> <p>Links to ASDAN Personal Development Programmes – 7A7, 7B1</p>	<ul style="list-style-type: none"> <li>• RSE and KCSIE Links will be dependent on the content covered as meets the needs of individuals in any a given group.</li> </ul>

Items in red text would not be taught if parents/carers use the right to withdraw. We would always encourage parents to speak to school about their concerns and have a discussion about the content that will be delivered in these programmes of learning. As a school we want to prepare

our pupils as much as possible for real world situations so that they are fully aware of their right to choose, how to identify unsafe situations and where to go for support should they need it. Sex education is always taught within the context of loving relationships.

**Appendix 2: Parent form: withdrawal from sex education within RSE**

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

**Please return to school for the attention of the headteacher.**