



RSE/HRE Policy

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Equality Impact			
Statement	<p>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.</p> <p>The person responsible for equality impact assessment for this document is Laura Millard/Natalie Gordon</p>		
Screening	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High</p>		



1. Purpose

1.1. The purpose of this policy is to describe our practice in providing relationship and sex education (RSE) at Secondary and relationships and health education at primary (HRE).

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 HRE is about health and wellbeing and relationships and involves learning about respectful relationships, caring friendships, being safe, mental wellbeing, internet safety, physical health, healthy eating, facts and risks associated with drugs/tobacco& alcohol, health and prevention, basic first aid, changing adolescent body.

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

1.5. RSE is not about the promotion of sexual activity.

1.6. 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/HRE.

3. Reason for Review

3.1 This is a new policy updated from the existing RSE policy, in line with new government.

4. Policy Development

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

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

4.3 Parent/stakeholder consultation – parents and any interested parties were sent a draft copy of the policy and invited to complete a questionnaire.

4.4 Pupil consultation – we investigated what exactly children and young people want from their RSE/HRE curriculum

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

5. Statutory requirements

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

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



In teaching RSE/HRE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hollinwood Academy we teach RSE/HRE as set out in this policy.

6. Aim(s):

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

- Provide a framework in which sensitive discussions can take place **RSE/HRE**
- Prepare children and young people for puberty, and find them an understanding of sexual development and the importance of health and hygiene **RSE**
- Help children and young people develop feelings and an understanding of self-respect, confidence, and empathy **RSE/HRE**
- To help children and young people develop interpersonal, decision making and assertiveness skills **RSE/HRE**
- Create a positive culture around sexuality and relationships **RSE**
- Create a positive culture around health and relationships **HRE**
- Teach children and young people the correct vocabulary to describe themselves and their bodies **RSE/HRE**
- Develop pupil's knowledge and understanding, as appropriate, for the changes in their body **RSE/HRE**
- To help children and young people form and maintain appropriate relationships of all kinds with peers, family members, carers and friends **RSE/HRE**
- To help children and young people understand and learn social boundaries i.e. what is acceptable and what is unacceptable **RSE/HRE**
- To help children and young people understand the feelings they may have and how to express them appropriately **RSE/HRE**
- To help children and young people know about the ways their bodies work and the changes as they grow **RSE/HRE**
- To help children and young people understand themselves better and to encourage independence through clear practical information and guidance **RSE/HRE**
- To help children and young people develop the skills to recognise and reduce the risk of abuse and exploitation **RSE**
- To enable children and young people to know their rights and responsibilities to: understand their rights to sexual expression within the law **RSE**
- To enable children and young people to know their rights and responsibilities to: identify sources of appropriate information and facilities for personal support **RSE/HRE**
- 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 **RSE**
- To enable children and young people to know their rights and responsibilities to develop the ability to make informed choices and decisions **RSE/HRE**



- 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. **RSE/HRE**

7. Curriculum

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.

Primary sex education is not compulsory in primary schools however health and relationships education are.

For more information about our curriculum, see our curriculum overview/map in Appendix 1/2.

Delivery of RSE/HRE

HRE is delivered through many areas of the curriculum, mainly within personal, social, health and economic (PSHE) education; other aspects are included in religious education (delivered on super learning days). Sessions are taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

RSE is delivered as a discrete subject and is taught by a subject specialist. Where appropriate external agencies may deliver bespoke interventions.

A range of teaching methods which involve pupil's full participation are used to teach RSE/HRE. These include use of media clips, discussion, social stories, drama and role-play. RSE is usually delivered in mixed gender groups.

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.

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

At primary

Relationships and health education (HRE) focus on teaching the fundamental building blocks and characteristics of positive relationships including:

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



- Being safe

Primary sex education will focus on:

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

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

At 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
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 2

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE/HRE in a sensitive way
- Modelling positive attitudes to RSE/HRE
- 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/HRE

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

The following staff members are responsible for the coordination of delivery and content for RSE/HRE across school: Shaunna Sanderson, Rebecca Lomax.

Children and young people

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

9. Procedures and practice (Parents right to withdraw)

The RSE and HRE curriculum are based around modular programmes, incorporating national guidelines. It is supported by the underlying philosophy embedded in the values and attitudes upheld in New Bridge Multi Academy Trust (MAT).

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 or Health Education (DfE Relationships and Sex Education and Health education Statutory Guidance 2019)

Primary.

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

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

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

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

Secondary.

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/HRE 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/HRE 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/HRE 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. Training needs will be identified and discussed with the Training and Development Director. All staff responsible for organising and implementing discrete RSE/HRE throughout the school are provided with the opportunity to attend relevant courses.

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

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 Curriculum overview/ Curriculum map

Key Stage 1 & 2

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

TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online



TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

The HWA Primary PSHRE curriculum has been carefully created with the learning needs of the pupils at the heart of its design. It's design allows continuous learning of the overlapping skill and knowledge that are implicit in it's content. It creates opportunities for the pupils to learn these skills and knowledge across all areas of the curriculum and throughout the school day. It's design helps our pupils to make links between their learning and transfer their learning into all areas of school life whilst also ensuring the learning is relevant and appropriate so supporting our pupils use these skills and knowledge in all areas of their life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in Our World.	Celebrating Differences.	Dreams and Goals.	Being Me in the World.	Healthy Me.	Changing Me.
Key Stage 1	The importance of respecting ourselves and others.	Learning about the different types of relationships and families.	The same principles apply to on-line relationships as face to face relationships.	Learning about being safe including identifying people who can help. Learning about	Re-visiting learning about on-line relationships Including laws, how to keep safe	Learning about respectful relationships including accepting differences and



	<p>The convention should of courtesy and manners. How to respond safely and appropriately to adults. How to seek advice and help from others. The importance of friendships. Boundaries that are appropriate in friendships. How to seek help and advice.</p>	<p>Families are characterised by love and care. Learning about the different types of behaviour that are appropriate for different relationships. Recognising if family relationships make us happy or sad. Learning about caring friendships. The characteristics of health you friendships. Friendships have their up so and downs. Different types of bullying. The rule should and principles of for keeping safe, including on-line. How to recognise feelings of feeling unsafe.</p>	<p>The rules and principles about keeping safe on-line. What boundaries are appropriate in on-line friendships. Where to get help and advice. How to get help for themselves or others and to keep on trying until they are heard.</p>	<p>being safe, including teaching that each person's body belongs to them. Boundaries that are appropriate in friendships. Each person's body belongs to them. How to respond safely and appropriately to adults. The concept of privacy and that's it is no that always right to keep secrets. The importance of permissions seeking and giving in relationships.</p>	<p>and how to get help. In school and wider society's, they can expect to be treated with respect by other staff and in turn they should show due respect to others including those in position of authority.</p>	<p>respecting themselves as well as others. Re-visit learning about relationships including bullying and how to get help. How to recognise who to trust and who's not to trust. How to recognised if a friendship is making them feel happy or sad. How to get help and advice.</p>
Key Stage 2	<p>Different relationships and boundaries. How to recognise healthy and</p>	<p>That families are important. The characteristics of family life.</p>	<p>What sort of boundaries are appropriate in friendships, including on-line.</p>	<p>People sometimes behave differently online, including pretending to be</p>	<p>Importance of respecting ourselves and others.</p>	<p>Friendships are positive and welcoming toward some each other.</p>



	<p>unhealthy relationships. Recognise healthy relationships. The importance of respecting others. What a stereotype I should and how's they can be unfair, negative or destructive. That in school and in wider society they can be expected to be treated with respect by others and that in turn they should show respect to others including those in authority. How to seek help and advice.</p>	<p>Commitment to each other, including in times of difficulty, care within a family and the importance of spending time with each other. There are different types of families, these differences need to be respected. Families are characterised by love and care. Marriage represents a formal and legally recognised commitment. How to recognise who to trust and who not to trust, how to judge relationships and manage conflict. How to repair and strengthen relationships and violence I see never right.</p>	<p>Concepts of privacy and the implications of it for both children and adults. Not always right to keep secrets if the year relate to being safe. Each persons body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. How to respond safely to appropriately to adults they may encounter who need they do not know (including on-line). How to recognise if a relationship I should making them feel bad or unsafe. How to report concerns or abuse.</p>	<p>someone they are not. Appropriate boundaries for friendships including online. Rules and principles of keeping safe online. How to recognise risks, harmful content and contact and how to report them. How to critically consider their online friendships and sources of information, including awareness of the risks of associated with people they have never met. How information and data is shared and used online.</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships. Different types of bullying, including cyber bullying. Impact of bullying, responsibilities of bystanders and how to get help. How to recognise who to trust and who's not to trust. How to judge when a friendship is making them feel unhappy or uncomfortable. Managing conflict, how to manage these situations. How to report concerns or abuse and the vocabulary and confidence to do so.</p>	<p>Friendships do not make others feel lonely or excluded. Friendships have their ups and down so and these can oftentimes be worked through. Repairing and strengthening relationships. Violence is never right.</p>
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			Where to get advice or help for themselves or others.			
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Appendix 2 Curriculum overview/Curriculum map

KS3&4

TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed



TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• Practical steps they can take in a range of different contexts to improve or support respectful relationships• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



TOPIC	CHILDREN AND YOUNG PEOPLE SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)



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



Hollinwood Academy curriculum map Key stage 3&4.

HWA Secondary Curriculum map
Learning for life, learning for all.

The HWA Secondary RSE curriculum has been planned and delivered with the needs of the pupils being the most crucial factor in every lesson. The flexibility in the RSE curriculum allows the specialist staff to deliver bespoke lessons with a variety of tasks and skills that they will continue to develop as they progress through secondary school. RSE will allow pupils to understand their emotional, social, physical and mental needs as well as others and apply these skills to day to day life. It's designed to help all pupils make links between their learning and transfer their learning into all areas of school and home life, whilst also ensuring the learning is relevant and appropriate, thus creating a bank of support for the pupil as they progress into adulthood.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic: Self esteem	Topic: Building resilience	Topic: Dealing with unkind comments	Topic: Understanding body image	Topic: Understanding public and private	Topic: Understanding different relationships
	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek 	<ul style="list-style-type: none"> How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) That specifically sexually explicit 	<ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different 	<ul style="list-style-type: none"> That there are different types of committed, stable relationships. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and

			help or advice, including reporting concerns about others, if needed	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	(non-sexual) types of relationship <ul style="list-style-type: none"> How information and data is generated, collected, shared and used online 	outlook, sex and friendship
Year 8	Topic: How is my body changing <ul style="list-style-type: none"> 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 	Topic: Identify my feelings <ul style="list-style-type: none"> 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 	Topic: What are healthy relationships <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 	Topic: Managing my emotions <ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships 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 	Topic: The dangers of playing online <ul style="list-style-type: none"> About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online What to do and where to get support to report material or manage issues online 	Topic: Mental health and our relationships <ul style="list-style-type: none"> How these relationships might contribute to human happiness and their importance for bringing up children The impact of viewing harmful content



	behaviour or encourage prejudice)	<p>due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 		reproductive health and wellbeing		
Year 9	Topic: Public and private	Topic: Different types of drugs	Topic: Unhealthy relationships	Topic: Romantic feelings	Topic: Relationships and the law	Topic: Sexual attraction/feelings
	<ul style="list-style-type: none"> • Not to provide material to others that they would not want shared further and not to share personal 	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, 	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, 	<ul style="list-style-type: none"> • Why marriage is an important relationship choice for many couples and why it must be freely entered into • 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



	<p>material which is sent to them</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship 	<p>harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour 	<p>generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>		<p>unregistered religious ceremony</p>	<ul style="list-style-type: none"> • 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)
Year 10	Topic: Having a positive and individual mindset	Topic: How is my body changing (puberty part 2)	Topic: Illegal & Legal drugs including tobacco	Topic: Long term relationships (introduction to intimacy)	Topic: Consent and contraception	Topic: Gambling



	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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) 	<ul style="list-style-type: none"> • That they have a choice to delay sex or to enjoy intimacy without sex • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts 	<ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • How the use of alcohol and drugs can lead to risky sexual behaviour 	<ul style="list-style-type: none"> • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 	<ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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) • The facts about the full range of contraceptive choices, efficacy and options available 	<ul style="list-style-type: none"> • How the use of alcohol and drugs can lead to risky sexual behaviour
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		<p>about treatment</p> <ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 				
Year 11	Topic: Alcohol awareness	Topic: The dangers of being online	Topic: Healthy and Unhealthy relationships	Topic: Long term relationships and parenthood	Topic: Importance of maintaining communication or look at employability and roles in the workplace (wo)	Topic: Bespoke interventions as required. Preparation for examinations.
	<ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 	<ul style="list-style-type: none"> • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How people can actively 	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of 	<ul style="list-style-type: none"> • 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 		



		<p>communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>	<p>conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships 	<ul style="list-style-type: none"> • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) 		
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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			
Any other information you would like the school to consider			
Parent signature			