

Relationships and Sex Education Policy (RSE)

Edmonton County Primary and Secondary Schools

DRAFT

Approved by:

Date: September 2020

Last reviewed on:

Next review due by:

1. Purpose

Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education and Health Education are taught in this school as statutory subjects. Through an integrated PSHE programme of work.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

1. prepare pupils for the opportunities, responsibilities and experiences of adult life, and
2. promote the spiritual, moral, social cultural mental and physical development of pupils

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The Trust's RSE policy will provide clear progression from what is taught in primary in Relationships Education (Appendix1). We will build on the foundation of relationships education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.

Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to
- promote wellbeing (Children Act 2004)
- prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- meet the school's safeguarding obligations
- comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

2. Introduction

Primary phase

Relationships Education is delivered through Personal, Social and Health Education (PSHE) to all pupils in Years R to 6. From September 2020, **parents will not be able to opt out of this curriculum.**

Sex Education is delivered separately (Christopher Winter Project) from Y1-6 in an age appropriate progressive format and will have a separate policy to outline the aspects that will be covered. **Parents can choose to withdraw their child from Sex Education.**

In both policies, there are links with the Science curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6. **Parents cannot withdraw from any aspect of the Science Curriculum.**

Secondary phase

Relationships and sex education is delivered through Personal, Social and Health Education (PSHE) to all pupils in Years 7-11. **Parents can choose to withdraw their child from Sex Education.**

Sex education is delivered at an age appropriate level from Years 7-11.

In both policies, there are links with the Science curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 7-11. Parents cannot withdraw from any aspect of the Science Curriculum.

3. Statutory requirements

As a primary academy school we must provide relationships education to all pupils 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 pupils 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, 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 Edmonton County Primary School, we teach RSE as set out in this policy.

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

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

At Edmonton County Secondary School, we teach RSE as set out in this policy.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Policy Development

This policy was developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – PSHE subject leader pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to ask questions and share their opinion via an online survey / questionnaire.
4. Pupil consultation – we will investigate what exactly pupils want from their PSHE through school council discussions / class questionnaires.
5. Ratification – once amendments were made, the policy will be shared with governors and ratified.

6. Curriculum coverage

Primary and secondary

Our curriculum is set out as per **Appendix 1** and **Appendix 4** but we may need to adapt it as and when necessary, meeting the needs of particular classes and children.

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

7. Delivery of Relationships & Sex Education

Primary phase

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). These lessons are taught on a weekly basis by the class teacher and are carefully planned to ensure full coverage of the National Curriculum. Some teaching may link to other areas such as Science, for example.

Pupils also receive stand-alone sex education sessions delivered through a scheme of work called The Christopher Winter Project. This is delivered by the class teacher in the Summer Term across the school.

Relationships education focuses 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:

- › Keeping clean
- › Families & care
- › Differences between boys and girls
- › Preparing boys and girls for the changes that adolescence brings (puberty)
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in **Appendix 2**. This also includes the **science aspect of the curriculum which parents do not have the right to withdraw from**.

Secondary phase

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religion and Life (R&L). RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 3 and 4.

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 body

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

8.2 PSHE Subject Leader (primary phase) and Deputy Headteacher (secondary phase)

The PSHE subject leader and Deputy Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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 pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Staff who have concerns or need guidance regarding the teaching of any aspect of RSE should speak to Hannah van Meeuwen (PSHE subject leader) or Erini Franciosa (Head of Primary). For the secondary phase, contact Sean Christie.

8.4 Pupils

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

8.4 SEND pupils

The policy of ECS and EC primary School is that SEND pupils should follow the same RSE programme as all other pupils.

When appropriate, and to ensure that the RSE Curriculum is accessible for all ECS and EC primary pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils.

This will be done on a case by case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND pupils in general or work closely with particularly SEND pupils and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

- a. When delivering RSE to SEND pupils, ECS and EC Primary will be mindful of:
- b. The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- c. The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- d. The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability.
- e. The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

See Appendix 5 for the process for withdrawing pupils from the sex education components of the RSE Curriculum. The process is the same for all pupils

9. Parents' right to withdraw

Primary Phase

Parents do not have the right to withdraw their children from relationships 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 5** of this policy and addressed to the headteacher.

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

Secondary Phase

Parents have the right to withdraw their children from the [non-statutory/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 5** of this policy and addressed to the headteacher.

Before granting any such request, the Headteacher or deputy headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A copy of withdrawal requests will be placed in the pupil's educational record.

Once these discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

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

10. Training

It is important that Relationships Education and Sex Education is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by Camden Health and Wellbeing Team and other organisations. (Primary phase)

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

The PSHE subject leader / class teachers may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where necessary.

11. Monitoring arrangements

Primary Phase

The delivery of RSE is monitored by Hannah van Meeuwen (PSHE subject leader) through:

Planning scrutinies, learning walks, book looks & pupil discussions.

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

This policy will be reviewed by Hannah van Meeuwen (PSHE Subject Leader) annually. At every review, the policy will be approved by the headteacher & governing body of the school.

Secondary Phase

The delivery of RSE is monitored by Sean Christie and phase leaders through:

Planning scrutinies, learning walks & pupil discussions.

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

This policy will be reviewed by Sean Christie annually. At every review, the policy will be approved by the Headteacher & governing body of the school.

12. Confidentiality, safeguarding and child protection

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

13. Working with Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used and particularly consult parents before Year 6 about what will be taught in sex education and the resources that will be used..

We will take every opportunity to inform and involve parents and carers by

- Consulting with parents when the Relationships Education policy is reviewed and updated
- Publishing the Relationships Education policy on the school's website
- Providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a workshop to find out about the Relationships Education programme

Appendix 1: Primary Relationships statutory guidance

By the end of primary school pupils should know

| TOPIC | PUPILS 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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| 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 |
| 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 |

Appendix 2: Christopher Winter Project – Sex Education

Sexual Relationships Education (SRE) will be taught in age-appropriate units as follows;

Reception Our Lives

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

Year 2 Differences

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

Year 4 Growing Up

Lesson 1: **Growing and Changing**

Lesson 2: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**

Sex Education in National Curriculum Science (Parents do not have the right to withdraw from)

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3

No content linked to SRE

Year 4 No content linked to SRE

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

No content linked to SRE

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Appendix 3: By the end of secondary school pupils should know

| TOPIC | PUPILS 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 |
| 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 | PUPILS 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) |
| 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 |



Long term planning Model

| | Autumn 1 Health & Wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Health & Wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|---------|--|---|--|--|--|--|
| Year 7 | <p>Transition to secondary school</p> <p>Diet, exercise and how to make healthy choices</p> | <p>Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p> | <p>Diversity, prejudice and bullying including cyber bullying</p> <p>Managing on- and off-line friendships</p> | <p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM</p> | <p>Self-esteem, romance and friendships</p> <p>Exploring family life</p> | <p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p> |
| Year 8 | <p>First aid and personal safety</p> <p>Alcohol and drug misuse and managing peer influence</p> | <p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p> | <p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online safety and digital literacy</p> | <p>Mental health and emotional wellbeing, including body image</p> <p>Managing change and loss</p> | <p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condom and the pill</p> | <p>Evaluating value for money in services</p> <p>Risks and consequences of making financial decisions</p> |
| Year 9 | <p>Peer pressure, assertiveness and risk, gang crime</p> <p>Dieting, lifestyle balance and unhealthy coping strategies</p> | <p>Understanding careers and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p> | <p>Managing conflict at home and the danger of running away from home</p> <p>Tackling homophobia, transphobia and sexism</p> | <p>Managing peer pressure in relation to illicit substances</p> <p>Assessing the risks of drug and alcohol abuse and addiction</p> | <p>Relationships and sex education including healthy relationships and consent</p> <p>The risks of STIs, sexting and pornography</p> | <p>Planning and carrying out an enterprise project</p> <p>Reflecting on learning skills development in key stage 3</p> |
| Year 10 | <p>Transition to key stage 4 and developing study habits</p> <p>Mental health and ill health, tackling stigma</p> | <p>Understanding the causes and effects of debt</p> <p>Understanding the risks associated with gambling</p> | <p>Tackling the relationship myths and expectations</p> <p>Managing romantic relationship challenges including break ups</p> | <p>Exploring the influence of role models</p> <p>Evaluating the social and emotional risks of drug use</p> | <p>Understanding different families and learning parenting skills</p> <p>Managing change, grief and bereavement</p> | <p>Preparation for work experience</p> <p>Evaluation of work experience and readiness for work</p> |
| Year 11 | <p>Promoting self-esteem and coping with stress</p> <p>Learning and revision skills to maximise potential</p> | <p>Understanding the college application process and plans beyond school</p> <p>Skills for employment and career progression</p> | <p>Personal values and assertive communication in relationships</p> <p>Tackling domestic abuse and forced marriage</p> | <p>Health and safety in independent contexts</p> <p>Taking responsibility for health choices</p> | <p>British values, human rights and community cohesion</p> <p>Challenging extremism and radicalisation</p> | |

Appendix 5: Withdrawal form for parents

| TO BE COMPLETED BY PARENTS | | | |
|--|---|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |
| TO BE COMPLETED BY THE SCHOOL | | | |
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken. | | |
| | | | |