

# Relationships and Sex Education Policy

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## 1. Aims

The aims of relationships and sex education (RSE) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Provide a safe and supportive environment and solid foundation where pupils feel valued as individuals. We encourage ambition and strive to provide enjoyable opportunities for pupils and their families to grow, experience success in school, their homes and the community.
- We believe that we improve and grow stronger by listening and learning from others.

## 2. Statutory requirements

### **Lever Park**

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 Lever Park we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to discuss the contents of the curriculum during parent contact.
4. Pupil consultation – we investigated what exactly pupils want from their RSE by creating a student questionnaire with the option to add further recommendations
5. Parents/ Carers and students, were sent out a questionnaire allowing recommendations in the comments sections.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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. Curriculum

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

We have developed 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.

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

## 6. Delivery of RSE

Lever Park's approach to delivering RSE and including those with special educational needs are as follows:

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- A wealth of activities are provided through our enrichment programme, links with the local community, educational visits and residential trips further compliment and support the PSHE and RSE curriculum. It is also one of the many ways in which we support the Social, Moral, Spiritual and Cultural Development of our pupils.
- We promote Fundamental British Values whilst preparing our students for life in modern Britain and the wider world. Through PSHE and across the curriculum, pupils explore democracy, rights and responsibilities, respect and tolerance of those of different faiths, beliefs and opinions.
- 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 1 and 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).

## 7. Roles and responsibilities

### 7.1 The Local Governing Body (LGB) and Academy Lead

The LGB will hold the Academy Lead, Mr M Taylor to account for the implementation of this policy.

### 7.2 PSHE Lead- Miss K Brady

The PSHE Lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

- 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 non-statutory components of RSE

### 7.3 Staff-

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils

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 Academy Lead.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 PSHE Lead.

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

Pupils will have access to resources that link to the context, however, this will be differentiated to not include the components of sex education within the RSE, for example- Consent- This would be differentiated to where a child says 'no' to allowing someone use their belongings, such a mobile phone.

Alternative work will be given to pupils as stated in the previous point and will be taught in an alternative working area.

## 9. Training

The PSHE Lead is specialised in this subject, to allow and create effective leadership and management in PSHE for Key Stage 3 and 4 at Lever Park.

Other staff are then trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The PSHE Lead continues to work closely with others, to allow staff to have up to date resources and material, when and if needed.

The PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### 10. Monitoring arrangements

The delivery of RSE is monitored by Mr M Taylor/Mrs D France through:

- Regular meetings with staff, to discuss, strengths, weaknesses, opportunities and threats, possibly imposed within PSHE lessons
- Pupils' development in RSE is monitored by the PSHE Lead as part of our internal assessment systems, which include Key Performance Indicators (KPI)
- Termly lesson overviews are regularly updated if and when needed
- Celebrating achievements by logging evidence on Gridmaker

Mr M Taylor - Academy Lead- will monitor the following:

- Curriculum dives, Oracy lessons, planning scrutinies, learning walks and lesson observations.

This policy will be reviewed by Mr M Taylor and Miss K Brady annually.

At every review, the policy will be approved by Bolton Impact Trust LGB.

## Appendix 1: Curriculum map

### SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to improve study skills</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety, e.g. road, rail and water</li> <li>how to respond in an emergency situation</li> <li>basic first aid</li> </ul>	<a href="#">RiseAbove – Dealing with change</a>  <a href="#">British Red Cross – First Aid</a>  <a href="#">British Heart Foundation – Call Push Rescue</a>
<b>Autumn 2</b> Living in the wider world	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>about a broad range of careers and the abilities and qualities required for different careers</li> <li>about equality of opportunity</li> <li>how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>about the link between values and career choices</li> </ul>	<a href="#">Bank of England - EconoME</a>  <a href="#">Barclays - Life Skills</a>
<b>Spring 1</b> Relationships	<b>Diversity</b> Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> <li>about living in a diverse society</li> <li>how to challenge prejudice, stereotypes and discrimination</li> <li>the signs and effects of all types of bullying, including online</li> <li>how to respond to bullying of any kind, including online</li> <li>how to support others</li> </ul>	<a href="#">RiseAbove – Bullying and cyberbullying</a>  <a href="#">Childnet – Crossing the line</a>
<b>Spring 2</b> Health & wellbeing	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> <li>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>how to manage influences relating to caffeine, smoking and alcohol</li> </ul>	<a href="#">PSHE Association - The Sleep Factor</a>  <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a>



	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	<p><a href="#">Freedom Charity - FGM and Forced Marriage</a></p> <p><a href="#">FORWARD - FGM Schools Resource Pack</a></p> <p><a href="#">RiseAbove - Puberty</a></p> <p><a href="#">RiseAbove- Sleep</a></p> <p><a href="#">Betty - it's perfectly natural</a></p>
<p><b>Summer 1</b> Relationships</p>	<p><b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>	<p><a href="#">PSHE Association - Teaching about consent</a></p> <p><a href="#">Medway Public Health Directorate – Relationships and Sex Education</a></p> <p><a href="#">NSPCC - Making sense of relationships</a></p> <p><a href="#">RiseAbove – Forming positive relationships</a></p> <p><a href="#">BBFC- Making choices: sex, relationships and age ratings</a></p> <p><a href="#">Diana Award &amp; ASOS - #MySenseOfSelf</a></p>
<p><b>Summer 2</b> Living in the wider world</p>	<p><b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>	<p><a href="#">Barclays - Life Skills</a></p> <p><a href="#">Bank of England - EconoME</a></p>

## YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>about medicinal and reactional drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>	<a href="#">RiseAbove - Smoking</a>  <a href="#">RiseAbove - Alcohol</a>  *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
<b>Autumn 2</b> Living in the wider world	<b>Community and careers</b>  Equality of opportunity in careers and life choices, and different types and patterns of work  PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> <li>about equality of opportunity in life and work</li> <li>how to challenge stereotypes and discrimination in relation to work and pay</li> <li>about employment, self-employment and voluntary work</li> <li>how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<a href="#">Barclays - Life Skills</a>
<b>Spring 1</b> Relationships	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>how to manage influences on beliefs and decisions</li> <li>about group-think and persuasion</li> <li>how to develop self-worth and confidence</li> <li>about gender identity, transphobia and gender-based discrimination</li> <li>how to recognise and challenge homophobia and biphobia</li> <li>how to recognise and challenge racism and religious discrimination</li> </ul>	<a href="#">GEO - Anti-homophobic, biphobic and transphobic bullying project</a>  <a href="#">Dimensions - #ImwithSam</a>

<b>Spring 2</b> Health & wellbeing	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a>  <a href="#">Movember - Happier, healthier, longer</a>  <a href="#">RiseAbove – Dealing with change</a>  <a href="#">Rise Above – Online stress and FOMO</a>  <a href="#">Media Smart - Body Image and Advertising</a>  <a href="#">Diana Award &amp; ASOS - #MySenseOfSelf</a>
<b>Summer 1</b> Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> </ul>	<a href="#">PSHE Association - Teaching about consent</a>  <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a>  <a href="#">NSPCC - Making sense of relationships</a>  <a href="#">BBFC- Making choices: sex, relationships and age ratings</a>  <a href="#">GEO - Anti-homophobic, biphobic and transphobic bullying project</a>
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks  PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>about online communication</li> <li>how to use social networking sites safely</li> <li>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>how to respond and seek support in cases of online grooming</li> <li>how to recognise biased or misleading information online</li> <li>how to critically assess different media sources</li> <li>how to distinguish between content which is publicly and privately shared</li> <li>about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>how to protect financial security online</li> <li>how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	<a href="#">Cifas - Anti-Fraud Education</a>  <a href="#">Childnet – Crossing the line</a>  <a href="#">Childnet – Trust Me</a>  <a href="#">RiseAbove – Online stress and FOMO</a>  <a href="#">RiseAbove – Body image in a digital world</a>  <a href="#">National Crime Agency - Exploring Cybercrime</a>  <a href="#">BBFC - Making choices: sex, relationships and age ratings</a>

## YEAR 9 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Peer influence, substance use and gangs</b>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<a href="#">Medway Public Health – Gangs: Managing risks and staying safe</a>  <a href="#">Home Office - #knifefree</a>  <a href="#">RiseAbove – Alcohol</a>  <a href="#">NaCTSO – Run, hide, tell</a>  *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
<b>Autumn 2</b> Living in the wider world	<b>Setting goals</b>  Learning strengths, career options and goal setting as part of the GCSE options process  PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>	<a href="#">Barclays - Life Skills</a>
<b>Spring 1</b> Relationships	<b>Respectful relationships</b>  Families and parenting, healthy relationships, conflict resolution, and relationship changes  PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	<a href="#">Cumbria Council - Tackling homelessness</a>  <a href="#">Coram Life Education – Adoptables Schools Toolkit</a>  <a href="#">GEO - Anti-homophobic, biphobic and transphobic bullying project</a>

	<p><b>Healthy lifestyle</b></p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>	<p><a href="#">PSHE Association - The Sleep Factor</a></p> <p><a href="#">RiseAbove- Sleep</a></p> <p><a href="#">RiseAbove – Exam stress</a></p> <p><a href="#">RSPH &amp; the Health Foundation - Health from here to where</a></p> <p><a href="#">Samaritans - DEAL</a></p> <p><a href="#">Movember - Happier, healthier, longer</a></p> <p><a href="#">Teenage Cancer Trust – What is cancer?</a></p> <p><a href="#">Coppafeel! – Breast cancer awareness</a></p>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Intimate relationships</b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>about STIs, effective use of condoms and negotiating safer sex</li> <li>about the consequences of unprotected sex, including pregnancy</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul>	<p><a href="#">PSHE Association - Teaching about consent</a></p> <p><a href="#">Medway Public Health Directorate – Relationships and Sex Education</a></p> <p><a href="#">Home Office &amp; GEO - Disrespect NoBody</a></p> <p><a href="#">NSPCC -Making sense of relationships</a></p> <p><a href="#">BBFC- Making choices: sex, relationships and age ratings</a></p>
<p><b>Summer 2</b></p> <p>Living in the wider world</p>	<p><b>Employability skills</b></p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> <li>about young people's employment rights and responsibilities</li> <li>skills for enterprise and employability</li> <li>how to give and act upon constructive feedback</li> <li>how to manage their 'personal brand' online</li> <li>habits and strategies to support progress</li> <li>how to identify and access support for concerns relating to life online</li> </ul>	<p><a href="#">Cifas -Anti-Fraud Education</a></p> <p><a href="#">Bank of England - EconoME</a></p> <p><a href="#">Barclays - Life Skills</a></p>

## YEAR 10 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a> <a href="#">Movember - Happier, healthier, longer</a> <a href="#">Alzheimer's Society - Creating a dementia-friendly generation</a> <a href="#">Samaritans - DEAL</a>
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>	<a href="#">Cifas – Anti Fraud Education</a> <a href="#">Demos &amp; GambleAware - Resilience to gambling</a> <a href="#">National Crime Agency - Exploring Cybercrime</a>
<b>Spring 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	<a href="#">PSHE Association - Teaching about consent</a> <a href="#">NSPCC – Making sense of relationships</a> <a href="#">Home Office &amp; GEO - Disrespect NoBody</a> <a href="#">Alice Ruggles Trust – Relationship safety</a>



	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>how to recognise and challenge victim blaming</li> <li>about asexuality, abstinence and celibacy</li> </ul>	
<b>Spring 2</b>  Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media  PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>how drugs and alcohol affect decision making</li> <li>how to keep self and others safe in situations that involve substance use</li> <li>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>exit strategies for pressurised or dangerous situations</li> <li>how to seek help for substance use and addiction</li> </ul>	<a href="#">Home Office - #knifefree</a>  <a href="#">Medway Public Health - Gangs: Managing risks and staying safe</a>  *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
<b>Summer 1</b>  Relationships	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism  PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> <li>about communities, inclusion, respect and belonging</li> <li>about the Equality Act, diversity and values</li> <li>about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>how to manage conflicting views and misleading information</li> <li>how to safely challenge discrimination, including online</li> <li>how to recognise and respond to extremism and radicalisation</li> </ul>	<a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a>  <a href="#">TrueTube - "Extremists' lesson plan"</a>
<b>Summer 2</b>  Living in the wider world	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work  PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	<ul style="list-style-type: none"> <li>how to evaluate strengths and interests in relation to career development</li> <li>about opportunities in learning and work</li> <li>strategies for overcoming challenges or adversity</li> <li>about responsibilities in the workplace</li> <li>how to manage practical problems and health and safety</li> <li>how to maintain a positive personal presence online</li> <li>how to evaluate and build on the learning from work experience</li> </ul>	<a href="#">Environment Agency – Growing careers for positive change</a>  <a href="#">Barclays - Life Skills</a>

## YEAR 11 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a> <a href="#">PSHE Association - The Sleep Factor</a> <a href="#">RiseAbove – Dealing with change</a> <a href="#">RiseAbove – Exam stress</a>
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	<a href="#">Environment Agency – Growing careers for positive change</a> <a href="#">Barclays - Life Skills</a>
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> </ul>	<a href="#">PSHE Association - Teaching about consent</a> <a href="#">NSPCC - Making sense of relationships</a> <a href="#">Alice Ruggles Trust – Relationship safety</a>



	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>about various forms of relationship abuse</li> <li>about unhealthy, exploitative and abusive relationships</li> <li>how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	
<b>Spring 2</b>  <b>Health &amp; wellbeing</b>	<b>Independence</b>  Responsible health choices, and safety in independent contexts   PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>emergency first aid skills</li> <li>how to assess emergency and non-emergency situations and contact appropriate services</li> <li>about the links between lifestyle and some cancers</li> <li>about the importance of screening and how to perform self examination</li> <li>about vaccinations and immunisations</li> <li>about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>about blood, organ and stem cell donation</li> </ul>	<a href="#">Movember - Happier, healthier, longer</a>  <a href="#">British Red Cross – First Aid</a>  <a href="#">British Heart Foundation – Call Push Rescue</a>  <a href="#">NaCTSO - Run, hide, tell</a>  <a href="#">Teenage Cancer Trust – What is cancer?</a>  <a href="#">Coppafeel! – Breat cancer awareness</a>
<b>Summer 1</b>  <b>Relationships</b>	<b>Families</b>  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships   PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> <li>about different types of families and changing family structures</li> <li>how to evaluate readiness for parenthood and positive parenting qualities</li> <li>about fertility, including how it varies and changes</li> <li>about pregnancy, birth and miscarriage</li> <li>about unplanned pregnancy options, including abortion</li> <li>about adoption and fostering</li> <li>how to manage change, loss, grief and bereavement</li> <li>about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	<a href="#">PSHE Association – Family Life: Exploring relationships, marriage and parenting</a>  <a href="#">Freedom Charity - FGM and Forced Marriage</a>

### 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	