Relationships & Sex Education (RSE) Policy

Policy Reviewer	Lisa Kane	Date of Review	February 2023
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Contents

Intent

1.   Aims

The school has a strong ethos around mental health & wellbeing. As a result, it takes RSE very seriously, recognising the link between good RSE education and positive mental health. The mental health & wellbeing of our students and staff will be taken into consideration in the planning and delivery of RSE.

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

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- The school is engaged in a range of activities including anti-bullying, restorative justice, behaviour for learning, democracy and cultural capital which are not stand alone and are clearly integrated within PSHE/ RSE Curriculum.

2.   Statutory requirements

As a maintained secondary school, we must provide RSE to all students as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Along with the new statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021

3.   Policy development

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

1. Review – The PSHE lead in school 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 consultation – parents were sent a draft of the policy and given a four-week window to respond.
4. Student consultation – we investigated what exactly students want from their RSE
5. 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 students, 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.

Implementation

5.   Curriculum

Our L4L scheme of learning which encompasses the PSHE content, is set out as per Appendix 1 with RSE outcomes in bold. We may need to adapt this as and when necessary. The curriculum is carefully structured in planned 50 minute lessons and coordinated EEL day timetables. Themes for assemblies and tutor activities are mapped into the programme.

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

6.   Delivery of RSE

The school provides a setting in which students can be offered appropriate teaching about Relationship and Sex Education. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional, and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. From September 2022, RSE will predominately be delivered through PSHE and supported by the schools' Science curriculum. It is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships.
- Are prepared for the opportunities, responsibilities, and experiences of life.
- Develop positive attitudes to sexuality.

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.

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 students may have a different structure of support around them (for example: looked after children or young carers).

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of the school.

Students also receive stand-alone sex education sessions delivered by trained health professionals.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and Responsibilities

7.1 The Governing Body
The governing body will approve the RSE policy and hold the principal to account for its implementation.

7.2 The Principal
The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 8).

7.3 Staff
Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual students.
- Engaging in continued professional development.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.
- External facilitators and small school tutors will engage in L4L sessions on EEL days.

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

7.5 Confidentiality and Advice

All lessons, especially those in the RSE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills, and becoming appreciative of our core values and attitudes. Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Principal, Designated Safeguarding Lead (DSL), but the students will always be informed first that such action was going to be taken.

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.

*This means that parents are not permitted to withdraw their child from elements of RSE (for example reproductive and biological aspects) that are within the science or RE curriculum.

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

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

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

9. Training

Staff training is included in our continuing professional development calendar.

The RSE 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.

Impact

10. Monitoring arrangements

The delivery of RSE is monitored by the Lead Practitioner – Whole School Teaching & Learning and Quality Assured by the link SLT line manager through:

- examining planning of lessons,
- samples of work at regular intervals,

- feedback from staff, students and families and
- learning walks.

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

This policy will be reviewed annually.

At every review, the policy will be approved by the Principal & the Board of Governors.

Appendix 1: Curriculum map

Autumn Term Themes - Half Term 1 - Careers & Wider World, Half Term 2 - Anti-Bullying						
Year Group / Lesson	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**
Year 7	Introduction to PSHE & Settling in to BBS	**H1**. how we are all unique; that recognising and demonstrating personal strengths **L2**. to review their strengths, interests, skills, qualities and values and how to develop them **L3**. to set realistic yet ambitious targets and goals	**L12**. about different work roles and career pathways, including clarifying their own early career aspirations **L1**. study, organisational, research and presentation skills Introduce START Profile for Careers	Launch Key Stage 3 Takeover Day	**R38**. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R43**. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	**R44**. that the need for peer approval can generate feelings of pressure and lead to increase risk taking. Strategies to manage this.
Year 8	Recap on ground rules and START Profile	**L8**. about routes into work, training and other vocational and academic opportunities, and progression routes	**L11**. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	Launch Key Stage 3 Takeover Day	**R38**. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R42**. to recognise peer influence and to develop strategies for managing it, including online	**R45**. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours **R46**. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support **R47**. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
Year 9	Recap on ground rules and START Profile	**L4**. the skills and attributes that employers value **L14**. to manage emotions in relation to future employment	**L13**. about young people's employment rights and responsibilities	Launch Key Stage 3 Takeover Day	**R38**. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R39**. the impact of stereotyping, prejudice and discrimination on individuals and realtionships **R41**. the need to promote inclusion and challenge discrimination, and how to do so safely including online	**R40**. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice (inc unacceptable languauge at BBS)
Year 10 (Including EEL day half term 1)	Work Experience Preparation & Start Profile recap	**L2**. to evaluate their own personal strengths and areas for development and use this to inform goal setting **L3**. how their strengths, interests, skills and qualities are changing and how these relate to future careers and employability	**L9**. to research, secure and take full advantage of any opportunities for work experience that is available	**L8**. about employment sectors and types, and changing patterns of employment **L21**. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero hour contracts	**R1**. the characteristics and benefits of strong, positive relationships, including mutual support, trust and equality (link to anti bullying)	**R5**. the legal rights, responsibilities and protections provided by the Equality Act 2010 **R9**. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours **R34**. strategies to challenge all forms of prejudice and discrimination	**R38**. factors which contribute to young people becoming involved in serious organised crime including cybercrime **H23**. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
Year 11	Work Experience Debrief and launch of Your Future Conference	**L10**. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities (Future Focus link)	**L11**. the benefits and challenges of cultivating career opportunities online **L12**. strategies to manage their online presence and its impact on career opportunities	**L22**. that there are positive and safe ways to create and share content online and the opportunitoes this offers **L23**. strategies for protecting and enhancing their personal and professional reputation online **L25**. how personal data is generated, collected and shared, including by individuals and the consequences of this **L26**. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this	Recognising equality & diversity (link to protected characteristics)	**R36**. skills to support younger peers when in positions of influence	**R35**. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs **R37**. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

Year Group / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 7 (Including EEL day half term 2)	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships including online)	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation (LGBTQ+)	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	H9. strategies to understand and build resilience, as well as how to respond to disappointments & setbacks H4. simple strategies to help build resilience to negative opinions, judgements and comments	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	H30. how to identify risk and manage personal safety in increasingly independent situations, including online
Year 8 (Including EEL day half term 1)	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	R18. to manage the strong feelings that relationships can cause (including sexual attraction) R7. how the media portrays relationships and the potential impact of this on peoples expectations of relationships	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	H24. to evaluate myths, misconceptions, social norms and cultural values relating drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their H27. the personal and social risks and consequences of substance use and misuse inclding occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances
Year 9	R2. indicators of positive, healthy relationships and unhealthy relationships, including online R23. the services available to support healthy relationships and manage unhealthy realtionships and how to access them	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R28. to gauge readiness for sexual intimacy R31. that intimate relationships should be pleasurable	R32. the communication and negotiation skills necessary for contraceptive use in healthy realtionships R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections	H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.
Year 10	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	H18. the ways in which industries and advertising can influence health and harmful behaviours H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
Year 11	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R11. strategies to manage the strong emotions associated with the different stages of relationships	H12. the benefits of having a balanced approach to spending time online R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R17. ways to access information and support for relationships including those experiencing difficulties	R18. about the concept of consent in maturing relationships R20. to recognise the impact of drugs and alcohol on choices and sexual relationships R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	R2. the role of pleasure in intimate relationships, including orgasms H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

Summer Term Themes - Half Term 1 - Health & Wellbeing, Half Term 2 - Health & The Wider World

Year Group / Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 7	**H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection (link to puberty)**	**H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing**	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhelthy food choices (inc relationship with food) H18. what might influence decisions about eating a balanced diet and strategies managing eating choices	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H16. to recognise and manage what influences their choices about physical activity	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
Year 8	H5. to recognise and manage internal and external influences on decisions which affect health & wellbeing H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H15. the importance of sleep and strategies to maintain good quality sleep	H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	Behaviour in the community - anti social behaviour	L15. to assess and manage risk in relation to financial decisions that young people might make (including saving / budgeting)	L16. about values and attitudes relating to finance, including debt
Year 9 (Including EEL day half term 2)	H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	H29. about the concepts of dependence and addiction including awareness of to overcome addictions **R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations**	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	L17. to manage emotions in relation to money L19. to recognise financial exploitation in different contexts e.g. drug and money mules and online scams H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	Launch Work Experience
Year 10	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	L16. how to effectively budget, including the benefits of saving L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online **ALSO COVERED ON A FULL MATHS EEL DAY IN MARCH**	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken L15. about the unacceptability and illegality of discrimination and harassment inthe workplace, and how to challenge it H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	Work Experience Placement
Year 11	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H11. to make informed lifestyle choices regarding sleep, diet and exercise	H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	Exam Study	Exam Study	Exam Study

PSHE on EEL days

Year 7
Theme- Staying Safe

Session	Content
Session A Water Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
Session B Road Safety (inc cycling)	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
Session C Railway Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
Session D Fire Safety	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
Session E First Aid	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
Session F Online Safety	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24. to understand how the way people present themselves online can have positive and negative impacts on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Year 8
Theme - Online Safety

Session	Content
Session A Sexual Texting	R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
Session B Grooming	R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
Session C Bullying inc cyber	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
Session D Using Social Media	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24. to understand how the way people present themselves online can have positive and negative impacts on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
Session E Other online problems such as sharing information	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
Session F Exploitation	R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

Year 9
Theme - Mental Health

Session	Content
Session A Recognising triggers	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
Session B (100 minutes) Impact of the media	H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
Session C Accesing help	H7. the characteristics of mental and emotional health and strategies for managing these
	H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
	H15. the importance of sleep and strategies to maintain good quality sleep
Session D Eating Disorders & Self Harm	H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
Session E Different mental health conditions	H7. the characteristics of mental and emotional health and strategies for managing these
	H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

Year 10
Theme - Sexual Health

Session	Content
Session A Contraception	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
	H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
Session B STI	H27. about specific STIs, their treatment and how to reduce the risk of transmission
	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
	H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
Session C Online Safety & Sexting	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
Session D Domestic Abuse	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
	R29. the law relating to abuse in relationships, including coercive control and online harassment
	R30. to recognise when a relationship is abusive and strategies to manage this
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
Session E Teenage Pregnancy	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
Session F Consent & Intimate relationships	R18. about the concept of consent in maturing relationships
	R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online
	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

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

TOPIC	STUDENTS SHOULD KNOW
Families	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	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	STUDENTS SHOULD KNOW
Online and media	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	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	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	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

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			