



**Shaw
Education
Trust**

Pine Green RSHE Policy 2024-25

Procedure Originator:	Rebecca Willaims
Approved By:	Academy Council
Queries to:	The office (Pine Green and Evergreen)
Review Interval:	1 year

1. Policy Statement and Ethos

1.1 Terms of Reference

This Policy has been written for all staff at Pine Green Academy, pupils and parents/carers. All staff should be aware of this policy, particularly those who will be delivering or supporting the delivery of Relationships Education, or the Relationships and Sex Education programme. Whilst pupils will not be familiar with the detail, they will be made aware of any relevant content.

Copies of this Policy may be obtained from:

- School Website
- Reference copy in the main School Office
- Staff Shared Area

1.2 Legislation

This policy will be compliant with the following guidance:

- Keeping Children Safe in Education (September 2022)
- Children and Social Work Act 2017 (S.34)
- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- SEND Code of Practice (0-25 years)
- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014
- Child Protection and Safeguarding Policy and procedures
- Confidentiality Policy and procedures

1.2 Policy aims and principles

Children and young people are growing up in a progressively complex world and are increasingly living their lives both on and offline. This provides many positive and exciting opportunities for them, but also may present challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, both on and offline. This is why the Department for Education has made Relationships Education compulsory in all

Primary Schools, and Relationships and Sex Education compulsory in all secondary schools. At Pine Green Academy, this is delivered as part of a wider Personal, Social, Health and Economic (PSHE) curriculum. N.B.: Sex Education is not currently compulsory in Primary schools; where the specific term RSE is used throughout this policy, this is in reference to our Secondary phase only.

Relationships and Sex Education (RSE) is defined as:

Learning about physical, moral and emotional development. It is about understanding the importance of marriage and other meaningful relationship choices for family life - stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

This term – RSE – is used to stress that our approach goes beyond provision of basic biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage healthy and appropriate relationships. Care is taken to ensure that there is no stigmatisation of young people based on their home circumstances or personal choices.

Teaching within our Primary phase will focus on families and people who care for us, healthy friendships, respectful relationships and being safe, both in person and online. The fundamental building blocks and characteristics of positive relationships are developed, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at Secondary.

Teaching within our Secondary phase will build on the knowledge acquired at Primary level and aims to develop further pupils' understanding of healthy and safe relationships of all kinds, as well as introducing age-appropriate knowledge about intimate relationships and sex, including how to recognise potential risk and be able to make informed choices to keep themselves safe. The subject content in both phases will give our pupils the knowledge and capability to take care of themselves, and the confidence to know when and where to turn for support if problems should ever arise. Pine Green Academy is aware that some of our pupils may be particularly vulnerable and have an increased risk in relation to sexual activity and unhealthy relationships, so in line with the pastoral responsibility, staff will be particularly conscious of their welfare and any early intervention that is necessary to ensure their health and wellbeing.

Whilst we use RSE to inform young people about sexual issues, we do this with regard to matters of legality, morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. We do not use relationships education or RSE as a means of promoting any form of sexual orientation or lifestyle. Pine Green Academy is well aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our school through mutual understanding, trust and co-operation.

The relationship and sex education programme is an opportunity for students to:

- Develop an understanding of sex, sexuality, and relationships, and the diversity within them
- Develop a range of appropriate personal skills including the ability to recognize risky situations and appropriate strategies to keep themselves safe

The aims will be achieved through the following objectives:

- Develop an understanding of a range of values and moral issues including the importance of family life
- Develop an understanding of the biological facts related to human growth and development, including reproduction
- Develop an understanding of the importance of safe and healthy relationships

1.3 Morals and values framework

We teach about relationships and RSE within the wider context of the school's aims and values framework. This means that although we give young people information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work; our emphasis is placed on safe and healthy relationships. In particular, we teach relationships and RSE in the belief that:

- They are part of a wider social, personal, spiritual and moral education process
- Young people should be taught to have respect for their own bodies and know that they have the right not to be abused by other people, or be taken advantage of.
- Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity in respect of the law (including the sharing of sexual images and issues such as consent and Child Sexual Exploitation).
- Young people need to know the value of stable and loving relationships, and that it is important to build positive relationships with others that centre on trust and respect; the development of relationships, including sexual relationships, should be based on mutual consent, rather than any form of coercion, including that involving alcohol and/or other substances.
- Young people need to develop personal responsibility, self-respect and appropriate decision making skills.
- Young people are encouraged to show respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views, and to know about the right of people to follow their own sexuality, within legal parameters.
- This policy is consistent with all other policies within Shaw Education Trust and is written in line with current legislation and guidance.

1.4 Legal Obligations

Pine Green Academy has a legal responsibility to provide a robust and suitable Relationships Education and RSE programme for all of our students as set out by the DfE. Parents do have a right to withdraw their children from specific Sex Education lessons within RSE during Secondary phase, and are encouraged to discuss this with staff prior to making any decisions to do so; a list of these specific lessons can be obtained upon request. However, there is no right to withdraw from any aspect of the wider Relationships Education

curriculum at either Primary or Secondary; parents and carers also cannot withdraw their child from health education, or from national curriculum science which both cover aspects RSE.

The religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the core content are appropriately handled. Pine Green Academy will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Teaching will also reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of any decisions that they may make, both now and in the future.

1.5 Review and monitoring

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

This policy will be reviewed by the SLT in conjunction with the PSHE Coordinator on an annual basis.

Any changes needed to the policy, including changes to the programme, will be implemented by the SLT and PSHE Coordinator.

Any changes to the policy will be clearly communicated to all members of staff involved in the delivery of the Relationships/RSE programme.

2. Organisation of the Programme

In our Secondary Provision, RSE is currently delivered by the PSHE Coordinator, who is responsible for the overall planning, implementation and review of the programme. This is overseen by the SLT.

In our Primary Provision, all PSHE, including the relationships and health education elements, are taught by the class teacher, with one exception to this being that our School Nurse delivers more specialist sessions covering reproduction and puberty to prepare our young people for the physical and emotional changes that their bodies will go through during this time.

Pine Green Academy recognizes that Relationships Education and RSE are compulsory requirement for schools. This will be delivered as part of the wider PSHE curriculum and in accordance with legislation and DfE recommendations (see Appendix 1), and will be monitored and reviewed on an annual basis or sooner as necessary.

In Secondary phase, the majority of the programme will be delivered through the PSHE timetabled lessons, with aspects taught via the science curriculum. Students will be taught in their form groups, which may be mixed ability, mixed gender classes, with additional single sex groupings if deemed appropriate and

necessary. Where classes contain mixed year groups, there will be provision made so that students are not exposed to material before it is suitable for their age and/or developmental stage.

We teach students about:

- The physical, hormonal and emotional development of their bodies as they grow into adults
- The way humans reproduce
- Contraception, safer sex, family planning, and fertility treatment
- Sexual activity in relation to the law (including consent and the sharing of sexual images)
- The right to say 'No'
- Sexual health and sexually transmitted infections (STIs) including HIV/AIDS
- Respect for their own bodies and the importance of sexual activity being part of a committed, long-term, and loving relationship
- The importance of family life, and the many forms that this can take including cultural differences
- Moral questions including those around abortion and domestic violence
- Relationship issues including sexual orientation and gender/transgender issues
- Respect for the views of other people
- Issues around body image and self-esteem
- What constitutes sexual abuse and harassment (including that from child to child), their rights and responsibilities both legally and morally
- Where to seek help, support and advice in relation to any of the above

External experts may be invited to assist from time to time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

RSE forms part of the curriculum in every year group, and is taught during the Summer Term. Not all Relationships Education includes Sex Education. Please see Appendix 2 for an overview of the both the Primary and Secondary PSHE curriculum.

Delivery of the programme:

- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the topic in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning to meet the needs of all of our students.
- Inappropriate images, videos, etc. will never be used, and resources will be selected with sensitivity given to the age, development and cultural background of pupils.
- All topics are delivered in a manner that is age and SEN-appropriate to meet the specific needs of the young people within our school.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's E-Safety Policy, and Acceptable Terms of Use Agreement within the home/school agreement.
- The teacher will establish what is appropriate for one-to-one and whole-class settings, and alter teaching of the programme accordingly.
- The teacher will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. The teacher will answer questions sensitively and factually.

- Teaching will focus heavily on the importance of healthy relationships, though sensitivity will always be given to not stigmatise pupils on the basis of their home circumstances.
- Pine Green Academy strongly advocates that pupils with special education needs and disabilities (SEND) are entitled to learn about Relationships/RSE, and the programme will be designed to be inclusive of all pupils.
- The teacher will understand that they may need to be more explicit and/or adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- For Secondary phase, parents/carers will be informed when RSE programme will be taught during the academic year, and will be informed of their right to withdraw their child from specific sex education lessons within the programme of study.
- External experts (e.g.: school nurses) may be invited to assist from time-to-time with the delivery of the RSE programme, but will be expected to comply with the provisions of this policy.

2.1 Training of staff

All staff members involved with the teaching of RSE will undergo training to ensure they are up-to-date with the RSE programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

In addition, students will be signposted to more specialist trained staff (such as the school nurse) who will be able to give pupils more specific advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on contraception (including emergency contraception) and their effectiveness.

3. Confidentiality

The teacher will conduct sex and relationships education lessons in a sensitive manner and in confidence. Confidentiality within the classroom is an important component of all PSHE and the teacher will be expected to respect the confidentiality of their students as far as is possible within Relationships/RSE. Students should also respect the content and discussions brought about in these sessions and should treat these with confidentiality.

As a matter of good practice, ground rules are established within each class at the start of each topic within the PSHE programme to ensure that all parties present are aware of and adhere to such confidentiality boundaries.

However, if a student makes a reference to being involved in, or indicates that they are likely to be involved in, unlawful sexual activity, then the teacher will take the matter seriously and deal with it as a safeguarding matter in line with the school's Child Protection and Safeguarding policy and procedures. Students are made aware that personal disclosures that indicate that either they themselves or another young person are at any risk will be dealt with in this manner.

The teacher will not instruct students or recommend a specific course of action to be taken in relation to personal matters but will refer the student to the relevant organisations and/or school nurse. Any decision about informing parents will be made in consultation with the Head of School who will take advice if necessary.

4. Parental Involvement

Pine Green Academy, and the DfE, understands that the teaching of some aspects of the programme may be of concern to parents/carers, and welcome open discussion of any of these concerns with either the PSHE Coordinator or a member of the SLT.

The school will ensure that no teachers express their personal views or beliefs when delivering the programme.

Parents/carers will be informed prior to the delivery of the RSE programme, and advised that the content of the programme is available to view on the school website within this policy. Parents/carers are also advised of their right to withdraw their child(ren) from the RSE programme. A copy of this communication can be found in Appendix 3.

It is a legal requirement that Pine Green Academy provide Relationships Education and RSE within school, however, it is also the right of the parent/carer to withdraw their child from the specific Sex Education lessons should they feel it appropriate to do so, and the school respects this right up to and until three terms before the child's 16th birthday. After this point, if the child wishes to receive sex education rather than be withdrawn, the school will have to provide this. The exception to this is for those statutory parts included in the science national curriculum, and all of the relationship education lessons, which cannot be opted out of. If a parent wishes their child to be withdrawn from specific lessons, they should in the first instance discuss with school, and, following discussion, put in writing which aspects of the programme they do not wish their child to participate in and send this to the school. The school will comply with the wishes of parents/carers in this regard (excepting the criteria laid out above) and will provide appropriate sources of information for parents who wish to withdraw their children so that the educational needs can be met within the home. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 4 – Science National Curriculum.

5. Equal Opportunities

Pine Green Academy understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

The school is dedicated to delivering the relationship and sex education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

6. Bullying Incidents

Pine Green Academy has a zero tolerance approach to bullying. Any bullying incidents caused as a result of Relationships Education or the RSE programme, for example those relating to sexual orientation or gender, will be dealt with as seriously as other bullying incidents within the school, and will be dealt with following

the process in our Anti-bullying Policy. In the most severe cases, SLT may decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of any action taken to address the incident.

Appendix 1 – DfE Guidance for Relationships and Sex Education (RSE): Primary and Secondary

By the end of Primary School:

Families and people who care for me

Pupils should know:

- 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 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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

Pupils should know:

- 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

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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 (for example, 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

Online and media

Pupils should know:

- 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, for example 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

Pupils should know:

- 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

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)
- peer on peer abuse

Appendix 2 – PSHE Curriculum Maps

Primary Phase

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2/3	<p>Feelings and Emotions Assessment - baseline Jealousy Worry Anger Grief</p> <p>Relationships Assessment - Baseline Bullying Friendship Body Language Touch Assessment - Summary</p>	<p>Being Responsible Assessment - Baseline Practice Makes Perfect Water Spillage Helping Someone in Need Stealing Assessment – Summative</p> <p>Computer Safety Assessment - Baseline Online Bullying Image Sharing Making Friends Online Computer Safety Documentary Assessment - Summative</p>	<p>Keeping and Staying Safe Assessment - Baseline Road Safety Tying Shoelaces Staying Safe Leaning Out of Windows Assessment - Summative</p>	<p>Fire Safety Hoax calling Petty arson Texting while driving Fire Street</p>	<p>Keeping and Staying Healthy Assessment - Baseline Healthy Eating Washing Hands Brushing Teeth Medicine Assessment - Summative</p>	<p>Hazard Watch Money Matters</p>

<p>YEAR 4</p>	<p>Feelings and Emotion Assessment baseline Jealousy Anger Grief Relationships/Growing and Changing Body Language Touch Assessment - Summative Assessment - Baseline Appropriate Touch (Relationships)</p>	<p>Being Responsible Assessment - Baseline Helping Someone in Need Stealing Coming Home on Time Assessment - Summative Computer Safety Making Friends Online Computer Safety Documentary Assessment - Summative Assessment - Baseline Online Bullying</p>	<p>Keeping and Staying Safe Staying Safe Leaning Out of Windows Assessment - Summative Assessment - Baseline Cycle Safety</p>	<p>Fire Safety Hoax calling Petty arson Texting while driving Fire Street</p>	<p>Keeping and Staying Healthy Brushing Teeth Medicine Assessment - Summative Assessment - Baseline Healthy Living</p>	<p>The Working World A World Without Judgment</p>
<p>YEAR 5</p>	<p>Feelings and Emotions Assessment - Baseline Jealousy Anger Adults' Views Children's Views Growing and Changing Assessment - Baseline Appropriate Touch (Relationships) Puberty Adults' Views Children's Views</p>	<p>Being Responsible Assessment - Baseline Coming Home on Time Looking Out for Others Adults' Views Children's Views Computer Safety Assessment - Baseline Online Bullying Image Sharing Adults' Views Children's Views</p>	<p>Keeping and Staying Safe Assessment - Baseline Cycle Safety Peer Pressure Adults' Views Children's Views</p>	<p>Fire Safety Hoax calling Petty arson Texting while driving Fire Street</p>	<p>Keeping and Staying Healthy Assessment - Baseline Healthy Living Smoking Adults' Views Children's Views</p>	<p>The Working World A World Without Judgment</p>

YEAR 6	<p>Feelings and Emotions Anger Adults' Views Children's Views Worry Assessment – Summative</p>	<p>Being Responsible Looking Out for Others Adults' Views Children's Views Stealing Assessment – Summative</p>	<p>Keeping and Staying Safe Peer Pressure Adults' Views Children's Views Water Safety Assessment - Summative</p>	<p>Fire Safety Hoax calling Petty arson Texting while driving Fire Street</p>	<p>Keeping and Staying Healthy Smoking Adults' Views Children's Views Alcohol Assessment - Summative</p>	<p>The Working World A World Without Judgment</p>
	<p>Growing and Changing Puberty Adults' Views Children's Views Conception Assessment - Summative</p>	<p>Computer Safety Image Sharing Adults' Views Children's Views Making Friends Online Assessment - Summative</p>				

Secondary Phase

Autumn Term – Health and Wellbeing; Spring Term – Living in the Wider World; Summer Term – Relationships

KS3	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Y7	Health and Safety Coping with change; personal safety in and outside school, including First Aid.	Health and Puberty Healthy routines, influences on health, puberty, unwanted contact.	Gaming Why people game, risks and effects on mental health, gaming addiction.	Being Safe: PCSO's Respect Programme Risks of grooming - CSE, County Lines; joint enterprise; making positive choices.	Diversity Diversity, prejudice and bullying.	Building Relationships Self-worth, romance, friendships (Incl. online) and healthy relationship boundaries.
Y8	Emotional Wellbeing Mental health and emotional wellbeing incl. the importance of sleep, body image and digital resilience.	Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use.	Gambling and Gaming Why people gamble, risks of gambling, links between gaming and gambling.	PCSO's Respect Programme Knife crime, CSE, County Lines revisited, joint enterprise, control and coercion	Discrimination Discrimination in all its forms, including racism, religious discrimination, sexism, homophobia, biphobia and transphobia	Identity and Relationships Gender identity and sexual orientation, sex within the context of a loving relationship, intro to consent, intro to contraception
Y9	Healthy Lifestyles Diet, exercise, lifestyle balance, making healthy choices, healthy and unhealthy coping strategies, further first aid. CPR catch up if needed.	Peer influences, substance use and gangs Healthy and unhealthy friendships, assertiveness, the role of substance use in this, gang exploitation.	Exploring Media Influence (Living in a Digital World) Media reliability, impact and influence of the media and social media, how we interact online, online crime	PCSO's Respect Programme Knife crime, drug use, joint enterprise, control and coercion, sexual harassment	Respectful Relationships Families and parenting, conflict resolution, control and coercion, relationship changes, FGM.	Intimate Relationships Relationships and sex education – consent, contraception, STI's, attitudes to pornography.

KS4	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Y10	<p>Mental Health Mental health and ill-health, stigma, safeguarding health including during periods of transition or change.</p>	<p>Exploring Influence The influence and impact of drugs, gangs, role models and the media.</p>	<p>Gambling and Gaming Gambling hooks, advertising and marketing, 'big business', links between gambling and other risky behaviours, where to get help.</p>	<p>PCSO's Respect Programme Short and long term consequences of crime, sexual harassment and stalking, domestic violence.</p>	<p>Extremism and Radicalisation Communities, belonging and challenging a variety of extremist views.</p>	<p>Healthy Relationships Relationships and sex expectations, myths, pleasure and the impact of media and pornography, sexual harassment.</p>
Y11	<p>Emotional Wellbeing and Coping with Stress Self-efficacy, stress management, incl. Kooth session for exam stress, healthy coping strategies, where to access advice and support.</p>	<p>Health and Well-being: Health and Prevention Making responsible health choices, self-examination, safety in independent contexts.</p>	<p>Families Different families and parental responsibilities, marriage, forced marriage, changing relationships, pregnancy and fertility choices.</p>	<p>PCSO's Respect Programme Safe driving, short and long term consequences of crime, sexual harassment and stalking, safe clubbing.</p>	<p>Communication in Relationships Managing conflict, assertive communication, relationship challenges and abuse, where to get help and support.</p>	

Appendix 3 – Letter to parents/carers

Dear Parent / Carer,

Re: Relationships and Sex Education.

I am writing to inform you that during the Summer Term we will be providing Relationships and Sex Education (RSE) for all students in your child's year group. This will form part of our wider PSHE programme of study and will be delivered to each class separately so that it meets the needs of the individual students within that class.

The aim of this module is to provide accurate information that will give our young people the knowledge to keep themselves safe, to enable them to recognise risky situations, and also to equip them with the skills to effectively deal with those situations should they ever need to. Our emphasis is placed on healthy relationships. All of our lessons will be delivered in line with current legislation, are developmentally and age-appropriate, take account of religious and cultural diversity, and will adhere to the relevant Safeguarding Guidelines. The content of our Relationships and Sex Education programme for your child's class is available on request.

It is a legal requirement that we provide RSE within school, however, it is also your right to withdraw your child from the specific Sex Education lessons should you feel it appropriate to do so, up to and until 3 terms before their 16th birthday. This does not include the wider Relationships Education curriculum, any aspect of Health Education, or the elements of the Science curriculum that cover puberty, conception and reproduction. In the first instance, please talk to us about this decision, prior to putting your request in writing (we will provide a form for you to do this, should you decide to do so).

Whilst we will always respect parental/carer wishes, we do strongly recommend that pupils are allowed to attend all lessons, as the likelihood is that they will hear about the content from their peers outside of the classroom without a teacher present to correct any misinformation that may be relayed to them.

If you wish to discuss this, or if you require any further information regarding any other aspect of the RSE provision, please feel free to contact either myself or our Head of School.

Yours sincerely,

Ms R Williams
PSHE Co-Ordinator

Appendix 4 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn within the science curriculum as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<p>That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>To recognise and compare the main external parts of the bodies of humans.</p> <p>That humans and animals can produce offspring, and they grow into adults.</p> <p>To recognise similarities and differences between themselves and others.</p> <p>To treat others with sensitivity.</p>
Key stage 2	<p>That nutrition, growth and reproduction are common life processes for humans and other animals.</p> <p>About the main stages of the human life cycle.</p>
Key stage 3	<p>That fertilisation in humans is the fusion between the egg and sperm.</p> <p>About the physical and emotional changes that take place during adolescence.</p> <p>How the foetus grows and develops.</p> <p>How the growth and reproduction of bacteria and viruses can affect health, including those which are blood borne and/or sexually transmitted.</p>
Key stage 4	<p>The way in which hormonal control occurs, including the effects of sex hormones.</p> <p>The medical uses of some hormones, including the control of fertility.</p> <p>The defence mechanisms of the body.</p> <p>How sex is determined in humans.</p>