

Relationships and Sex Education Policy

St George's School: A Church of England Academy.

**DIGNITY HOPE
COMMUNITY
WISDOM**

**HUMILITY
KINDNESS**



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1. Vision

Our Christian vision is the foundation upon which our RSHE curriculum is built. Our Christian values of dignity, hope, community, wisdom, humility and kindness are woven throughout the curriculum and are explicitly taught in spiritual moments that enable pupils to:

- reflect on the person there are or want to be (mirrors)
- look outwards to the world and ask questions about the meaning and purpose of life (windows)
- gain knowledge that will help them make informed decisions that will open the doors to a brighter future. (doors)

The fundamental purpose of RSHE is, through appreciating the school's christian values, all members of St George's are encouraged to be aspirational and impact positively upon each other and society so that we can contribute to a world where, inspired by St Paul's words, we can: **'be devoted to one another in love. Honour one another above yourselves.'** Romans 12:10

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

- 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; emphasise the importance of respecting themselves and their own body
- Create a positive culture around issues of sexuality and relationships; raise the awareness of the importance of safety and sexual health
- Promote responsible behaviour and the ability to make informed decisions; help young people cope with the physical and emotional challenges of growing up.
- Help a young person develop healthy and respectful friendships and relationships
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework
- help a young person come to value family life and marriage
- appreciate the responsibilities of parenthood
- promote an appreciation of the value of human life and the wonder of birth.

Spirituality through RSHE

- will promote self esteem and emotional health and well being
- will help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- will enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others.
- will explore values and attitudes and enable pupils to consider how they, and others, are affected by them.
- will appreciate the value of stable family life, marriage, permanent loving relationships and the responsibilities of parenthood.
- will recognize the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person.

RSE at St George's will complement our ethos Christian values by ensuring all pupils show respect and understanding for each other and the world around them.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St George's School, we teach RSHE 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 or working group 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils 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 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 RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
-

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science 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 headteacher.

Mrs R Fallon, Deputy Headteacher is responsible for the strategic overview of the RSE curriculum and the quality assurance of its implementation.

Mrs E Shahsvar, Assistant Headteacher RSE/PSHE is responsible for the planning and delivery of the RSE curriculum to all year groups.

Mr J Kerr, Inclusion manager, is responsible for the planning and delivery of the RSE curriculum to pupils in the alternative provision unit.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs R Fallon, Deputy Headteacher, through: planning, scrutinising, learning walks, observations, book checks, pupil voice and teacher voice.

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

This policy will be reviewed by R Fallon, annually. At every review, the policy will be approved by the headteacher Mr G Warnock.

Appendix 1: Curriculum map

Year 7: RSE and PSHE Curriculum PP1.1

Progress Period 1.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	How do I fit into the world I live in?	Combatting sexual abuse in schools.	How can I effectively handle change?	What makes a good friend?	Is fitting in more important than being unique	How can I manage peer pressure?	How can I maintain positive relationships with people who are different to me?	How can I keep my online identity and relationships safe?
RSE Link		4.1, 4.2, 5.1 5.12		2.1	2.3	2.1, 2.2, 2.5	2.4, 2.8, 2.3	3.1, 3.2, 3.4
PSHE Link		R37	H2	R1, R10	H1	R42, R43	R2, R3, R9, R14	R13, R17
British Values and the Law		Law-violence against women/girls			Equality Act 2010		Equality Act 2010	
Christian Values		Community	Endurance, Kindness	Kindness and Community	Dignity and Equality	Community	Friendship, Equality & Diversity	Wisdom & Trust
Protected Characteristics					Religion/belief		Disability	

Year 7: RSE and PSHE Curriculum PP1.2

Progress Period 1.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Do we need to feel 'the same as' in order to belong?	What is prejudice and discrimination?	What are protected characteristics and how can I support them in school?	What are stereotypes and why can they be damaging?	How does bullying affect young people?	How can I repair or end a friendship positively?	What should I do if I see people treating others badly?	
RSE Link		2.1, 2.8	2.8	2.3	2.2, 2.5	2.2	2.4	
PSHE Link		R39, R40, R41	R39, R40, R41	R39, R40, R41	R38	R18, R19	R43	
British Values and the Law		Equality Act 2010	Equality Act 2010 Law: Hate Crimes	Equality Act 2010 Law: Hate Crimes				
Christian Values		Justice & Equality	Equality, Diversity & Community	Community & Justice	Community	Friendship and Trust	Justice, Community & Service	
Protected Characteristics		Religion and beliefs	Sex, age, disability	Race, sexual orientation				

Year 7: RSE and PSHE Curriculum PP2.1

Progress Period 2.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	What can make a relationship healthy or unhealthy?	What boundaries are in all types of relationships?	What can I do if a relationship changes in a way I don't like?	Are media portrayals of relationships realistic?	What is sexting? How can I ensure that I am safe?	How do I assert myself in a situation I do not feel confident or comfortable in?	What are my rights and responsibilities in a relationship?	
RSE Link		2.1	2.2	2.3	2.2	3.3, 3.3	3.7, 3.8	
PSHE Link		R10		R7	R29, R30	R23	R24, R25	
British Values/ the Law					Law-online behaviours (sexting)		The law: sexual consent	
Christian Values		Trust and Equality	Justice, Trust & Community	Wisdom	Wisdom & Trust	Endurance, Justice & Trust	Wisdom & Equality	
Protected Characteristics								

Year 7: RSE and PSHE Curriculum PP2.2

Progress Period 2.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Can my choices affect my dreams and goals?	Do I have skills for the 21st century workplace?	Is there a limit to what I can achieve?	How can I manage setbacks?	Responsible choices and keeping safe 1: gang culture and knife crime	Responsible choices and keeping safe 2: coercion and exploitation	Responsible choices and keeping safe 3: drugs and alcohol	
RSE Link						2.6		
PSHE Link		L2, L4,	L3, L9, L10	H4, H9	R45, R47	R37	H23, H25	
British Values/ the Law					Law: violence/gangs	Law: exploitation	Law: substance misuse.	
Christian Values		Wisdom & Hope	Hope & Endurance	Hope & Endurance	Community	Wisdom & Trust	Wisdom & Trust	
Protected Characteristics								

Year 7: RSE and PSHE Curriculum PP3.1

Progress Period 3.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	What changes are happening to prepare me for adulthood?	What happens to my body during puberty?	What happens when someone is expecting or is on their period? (Including period poverty and support.)	What are the basic facts around conception, pregnancy, abortion and miscarriage?	What are the choices available for people who want to start a family? (brief overview of IVF, surrogacy, adoption)	Why do some cultures try to control puberty? (to cover FGM and breast ironing and where to go for help)	Why does my brain change during puberty?	
RSE Link				5.3, 5.8	5.8	4.1		
PSHE Link		H34	H34	H35	R35, R36	H22	H34	
British Values/ the Law			Equality Act 2010	Equality Act 2010	Equality Act 2010	Law: FGM		
Christian Values		Wisdom	Wisdom & Trust	Wisdom, Trust & Compassion	Creation	Justice	Wisdom	
Protected Characteristics			Sex and Age	Pregnancy and Maternity	Pregnancy and Maternity	Sex		

Year 7: RSE and PSHE Curriculum PP3.1

Progress Period 3.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		Diversity: Pride week	Recognising and describing difficult emotions	Strategies for positivity and managing stress	What is the link between mental health and physical activity?	How can I take responsibility for my nutrition and sleep?	Why are vaccinations important?	How to stay safe over the summer break?
RSE Link		2.3, 2.4						
PSHE Link			H6	H5, H7	H10, H13, H14	H15, H17, H18		H12
British Values/the Law		Law: hate crimes Equality Act 2010						
Christian Values		Equality & Diversity	Peace	Peace & Endurance	Endurance	Wisdom	Community, Trust	Wisdom
Protected Characteristics		Sexuality						

Year 8: RSE and PSHE Curriculum PP1.1

Progress Period 1.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Can I choose how I fit in with the world?	Combating sexual abuse in schools.	Is my family different from other people's? Does it matter?	How can I improve family relationships?	What different types of committed stable relationships are there?	Why do some people choose to marry?	How do I maintain healthy relationships online?	Why do things go viral online and the negative impact it can have?
RSE Link		4.1, 4.2, 5.1 5.12	1.1, 1.2	1.2, 1.4, 1.6, 1.7	1.1, 1.5	1.3, 1.4	2.2, 2.5, 3.3	3.2, 3.3, 3.3, 3.8
PSHE Link		R37	R1, R22, R35	R1, R2, R14, R21	R1, R2, R5	R6, R35, R36	R13, R14	L20, L21, L24
British Values/the Law		Law-violence against women/girls	Equality Act 2010		Equality Act 2010	Law: marriage Equality Act 2010		Law- online information sharing
Christian Values		Justice & Equality	Diversity & Equality	Trust & Forgiveness	Dignity and wisdom	Hope & Joy	Dignity, Trust and Friendship	Wisdom
Protected Characteristics		Sex	Marriage and Civil Partnership		Marriage and Civil Partnership	Marriage and Civil Partnership		

Year 8: RSE and PSHE Curriculum PP1.2

Progress Period 1.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	How different are we really?	What makes us all similar?	What are prejudice, discrimination and protected characteristics?	Who is affected by Social injustice / inequality and hate crime?	What is positive and negative language, banter and verbal bullying?	How can I recognise prejudice and avoid being a bystander?	Do my perceptions of others affect how much respect I show to others?	
RSE Link		2.4, 2.8	2.4, 2.8	2.3, 2.5	2.3, 2.4,	2.5	2.1, 2.2	
PSHE Link		R3	R39, R41,	R38, R39,	R40	R42, R43, R38	R39	
British Values/the Law		Equality Act 2010	Equality Act 2010 Law: extremism /radicalisation	Law: hate crime	Equality Act 2010 Law: Hate Crime	Equality Act 2010 Law: Hate Crime	Equality Act 2010 Law: Hate Crime	
Christian Values		Equality and Community	Dignity, Equality and Community	Dignity, Equality and Community	Dignity, Equality and Compassion	Dignity, Equality and Community	Wisdom, Dignity and Friendship	
Protected Characteristics		Age, sex and disability	Race	Gender Reassignment	Sexuality	Religion or Belief	Belief	

Year 8: RSE and PSHE Curriculum PP2.1

Progress Period 2.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Do I understand the financial world?	How much did Christmas cost and where does the money come from?	What is debt and how do we manage it?	Adverts- how do we avoid their appeal?	Fast fashion- how does this link to financial exploitation?	Modern day slavery - it's closer than you think.	What employment opportunities are available to me?	
RSE Link						2.6		
PSHE Link		L15, L16	L16, L17	L18	L19	L19	L13, L14	
British Values/the Law						Law- exploitation		
Christian Values		Wisdom and Hope	Wisdom	Wisdom	Justice, Community & Equality	Justice and Community	Service	
Protected Characteristics						Disability and Race		

Year 8: RSE and PSHE Curriculum PP2.1

Progress Period 2.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Do I have all the information I need about sexual relationships?	How do we ensure that we have healthy attitudes to sexual relationships?	How do we communicate about sex and consent?	Sexual protection – what are the options?	Pregnancy – what are the choices? (including termination)	Why does my life/body/world seem different to the ones I see online?	How is the online world, especially social media, used to carry out illegal activity?	
RSE Link		5.1, 5.2	4.1, .4.2, 5.1, 5.4, 5.5	5.6	5.7, 5.8		3.4, 3.5, 3.7	
PSHE Link		R2, R18	R24, R25, R26, R27	H35, H36	R34	H3	L20, L25, L27	
British Values/the Law			Law- consent	Equality Act 2010	Law- abortion		Law- online behaviours, pornography	
Christian Values		Dignity & Wisdom	Dignity, Wisdom & Justice	Wisdom, Trust & Dignity	Wisdom, Justice and Dignity	Wisdom & Dignity	Justice & Equality	
Protected Characteristics				Pregnancy and Maternity	Pregnancy and Maternity		Sex	

Year 8: RSE and PSHE Curriculum PP3.1

Progress Period 3.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Can I become more responsible for my health and happiness?	How can I take personal responsibility for my health?	What triggers stress and how can I manage stress?	Is my diet impacting my happiness?	What are some of the misconceptions around addictions?	What does the law say about substance misuse?	How can drug supply and possession / county lines / exploitation and gang culture affect me?	
RSE Link							4.1	
PSHE Link		H19, H20, H21	H10, H11	H17	H24, H27, H29	H26, H28	H25, R45, R46	
British Values/the Law						Law: substance misuse	Law: criminal exploitation	
Christian Values		Dignity & Wisdom	Forgiveness and Wisdom	Perseverance	Wisdom	Justice	Justice	
Protected Characteristics								

Year 8: RSE and PSHE Curriculum PP3.1

Progress Period 3.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	What is the LGBTQIA+ community ?	Pride: Diversity Week	What is gender identity and gender expression?	What is sexual orientation (cover straight/L/B/G)?	What is sexual orientation (cover TQIA+)?	What if I want to 'come out', or how can I support someone who has?	What if my family and friends don't support my identity?	Why is it so important to show respect to everybody, all of the time?
RSE Link						2.5	2.2	2.8
PSHE Link		R4, R39, R40, R41	R4, R39, R40, R41	R4, R39, R40, R41	R4, R39, R40, R41	H12,	H2,	R14
British Values/the Law		Law: sexuality/hate crime	Law: gender identity Equality Act 2010	Law: sexuality Equality Act 2010	Law: gender identity Equality Act 2010	Equality Act 2010	Equality Act 2010	Law: hate crime Equality Act 2010
Christian Values		Equality and Dignity	Equality and Justice	Equality and Justice	Equality and Justice	Community, Trust and Friendship	Community and Friendship	Justice and Humility
Protected Characteristics		Sexual Orientation	Sex	Sexual Orientation	Gender Reassignment	Sexual Orientation	Sexual Orientation	

Year 9: RSE and PSHE Curriculum PP1.1

Progress Period 1.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Do I know how to reach my future goals?	Combating sexual abuse in schools.	Is peer approval important?	Charlene's Story: Exploitation	What is sexual exploitation and grooming?	Why is risky experimentation a problem?	What are the risks associated with online gambling?	How does what I share online affect me?
RSE Link		4.1, 4.2, 5.1 5.12	2.4	4,1	4,1	5.11	3.8	3.5, 3.6, 3.7
PSHE Link		R37	R42, R44	R37	H30, R37	H30, H31, R47, R44	H32	L24, L20, L21
British Values/ the Law		Law-violence against women/girls Equality Act 2010		Law: exploitation	Law; exploitation		Law: gambling	Law: online behaviours
Christian Values		Justice and Equality	Friendship and Dignity	Justice and Hope	Justice and Wisdom	Wisdom & Dignity	Wisdom & Trust	Wisdom and Trust
Protected Characteristics		Sex		Sex	Sex			

Year 9: RSE and PSHE Curriculum PP1.2

Progress Period 1.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		What is sexism and homophobia ?	Why does stereotyping affect people negatively?	What is racism?	How can I recognise prejudice and avoid being a bystander?	How can we spot extremist views including online?	What does the law say about extremist views and radicalisation?	
RSE Link		2.8	2.3	2.8	2.5, 2.2	2.5	2.8	
PSHE Link		R3, R5, R40	R39	R3, R5, R40	R40, R41, R43	L26	R40	
British Values/the Law		Law: equal rights act, hate crime Equality Act 2010	Law: hate crime Equality Act 2010	Law: hate crime Equality Act 2010	Equality Act 2010	Equality Act 2010	Law: extremism and radicalisation	
Christian Values		Justice, Equality and Kindness	Humility and Kindness	Justice, Equality and Kindness	Wisdom, Kindness and Hope	Wisdom and Community	Wisdom & Justice	
Protected Characteristics		Sex and Sexual Orientation	Sexual Orientation and Gender Reassignment	Race	Race	Race, religion or belief	Religion or belief	

Year 9: RSE and PSHE Curriculum PP2.1

Progress Period 2.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	How do I make informed choices that affect my future self?	What pathways are available to me when I leave school?	How do I make informed options choices?	What are substances and how do they impact my physical and mental health?	Alcohol and decision making	Drugs and decision making - cannabis and 'legal highs'	Drugs and decision making - County Lines	
RSE Link					5.11	5.11	5.11	
PSHE Link		L6, L8, L5, L11, L12	L7, L11, L12	H26, 27	H26, R20	H26, R20	R20	
British Values/the Law					Law: substance misuse	Law: substance misuse	Law; violence and exploitation by gangs	
Christian Values		Wisdom and Hope	Wisdom and Hope	Dignity and Wisdom	Dignity and Wisdom	Dignity and Wisdom	Dignity and Wisdom	
Protected Characteristics								

Year 9: RSE and PSHE Curriculum PP2.2

Progress Period 2.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		Body image – how do I feel about myself?	What are the facts around self-harm and suicide?	Eating disorders: how can I tell if I am suffering from one?	Depression and anxiety: what can I do if I feel like this?	How can I access mental health support?	How can I support a family member or friend who is suffering from poor mental health?	
RSE Link								
PSHE Link		H11	H11	H11	H11	H12	H12	
British Values and the Law								
Christian Values		Dignity and Kindness	Wisdom and Kindness	Wisdom and Dignity	Wisdom, Dignity and Kindness	Community, Hope and Kindness	Kindness and Humility	
Protected Characteristics								

Year 9: RSE and PSHE Curriculum PP3.1

Progress Period 3.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		How do I know if I'm ready for an intimate relationship?	What is consent? How is it given and received? Can it change?	What types of contraception are available?	What are the most common STIs?	Why can pornography be damaging to relationships?	The law and youth-produced sexual imagery.	
RSE Link		5.2, 5.4, 5.5	4.1, 4.2	5.6, 5.12	5.9, 5.10, 5.12	3.6, 3.5	3.2, 3.3, 3.4, 3.7	
PSHE Link		R12, R11, R28, R31	R12, R24, R25, R26, R27	H35, R32	H36, R33	R8	R44, R29, R30	
British Values/ the Law			Law: consent	Equality Act 2010		Law; pornography	Law: youth produced sexual imagery	
Christian Values		Wisdom and Dignity	Wisdom, Humility and Justice	Wisdom	Wisdom	Justice, Dignity and Humility	Justice, Humility and Dignity	
Protected Characteristics				Pregnancy and Maternity		Sex	Sex	

Year 9: RSE and PSHE Curriculum PP3.2

Progress Period 3.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		Pride: Diversity Week	What do we mean by mental health?	What are the most common mental health issues teenagers encounter?	How can I demonstrate resilience and cope better with pressure and change?	Why is sleep hygiene so important for my mental health?	Why is a healthy diet and exercise so important for my mental health?	How can I stay safe over summer?
RSE Link				3.2				
PSHE Link		R4, R39, R40, R41	H8	H8	H12		H16, H17	
British Values/ the Law		Law: sexuality/hate crime Equality Act 2010	Equality Act 2010	Equality Act 2010				
Christian Values		Equality and kindness	Wisdom and Kindness	Wisdom, Kindness and Humility	Hope	Wisdom	Wisdom	Wisdom and community
Protected Characteristics		Sexuality	Disability	Disability				

Year 10: RSE and PSHE Curriculum PPI.1

Progress Period 1.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Is managing my online and offline world within my control?	Combattin g sexual abuse in schools.	What are the features of safe online relationships?	Why do I need to take care with what I share online?	What is consent and who can give it?	How can I tell if a relationship is unhealthy?	How can I foster healthy relationships?	
RSE Link		4.1, 4.2, 5.1 5.12	3.1, 3.2, 3.3	3.2, 3.3, 3.4	4.1, 4.2, 5.5	2.6, 2.7	5.1, 5.4	
PSHE Link		R37	R14, R15, R16, h26	L22, L23	R18, R21, R29	R1, R3,	R4, R3, R7	
British Values/ the Law		Law-violence against women/girls Equality Act 2010	Law- online behaviours	Law- online behaviours	Law- consent Equality Act 2010	Equality Act 2010		
Christian Values		Justice and Equality	Justice, Dignity and Kindness	Dignity	Justice and Wisdom	Dignity, Equality and Kindness	Dignity, Equality and Kindness	
Protected Characteristics		Sex			Sex	Sex		

Year 10: RSE and PSHE Curriculum PP1.2

Progress Period 1.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Does everyone in society have the right to equality?	What does equality mean to me?	Do we have equality in society yet?	What should equality in the workplace look like?	What should equality in relationships look like?	How can we ensure equality in vulnerable groups?	What is honour based violence and what are the consequences ?	Sol's story - actions have consequences.
RSE Link		2.4, 2.8	2.4 2.8	2.4, 2.8	2.4, 2.8	2.2		
PSHE Link		R5	R9	L15, L14	R6, R10	R34	R33	R31,, R35, R37, R38,, R36
British Values/ the Law		Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010 UK Law	Equality Act 2010
Christian Values		Equality and Kindness	Wisdom and Equality	Equality, Kindness, Dignity, Community	Equality, Kindness and Dignity	Equality, Kindness, Dignity, and Community	Justice, Equality and Wisdom	Justice and Kindness
Protected Characteristics		Age, sex, race, sexual orientation	Sex, race and sexual orientation	Sex, Age and disability	sex	Disability	Religion and Beliefs	Disability

Year 10: RSE and PSHE Curriculum PP2.1

Progress Period 2.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	How do I take charge of my own personal growth?	What career pathways are open to me and how can I get there?	Locally and nationally - what is the employability landscape?	Work experience and career goals.	How do I manage the adult workplace ?	What legislation affects 16 year olds?	How do I manage adult relationships ?	How can I manage my wellbeing during times of change?
RSE Link								
PSHE Link		L4, L5, L6	L7, L8, L9	L1, L2, L9,	L13, L15, R28	L15	R16, R17, R28, R29	H10
British Values/ the Law			Equality Act 2010		Equality Act 2010	Equality Act 2010		
Christian Values		Wisdom and Hope	Wisdom, Hope and Community	Wisdom, Hope and Community	Humility and Kindness	Justice	Humility, Kindness and equality	Community, Hope and Kindness
Protected Characteristics			Age, disability and sex		Age	Age		

Year 10: RSE and PSHE Curriculum PP2.2

Progress Period 2.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	When it comes to health, to what extent am I in control?	How can I look after my physical health and mental health?	What are the signs to look out for if something is wrong with my health?	The role of the media in body shaming and its harmful effects	Exam pressure and its impact on mental health.	Threats to health: addiction – gambling	Threats to health: addiction alcohol and substance abuse	Threats to health: addiction – gaming
RSE Link								
PSHE Link		H2, H4, H11, H13	H8, H9	H3, H5	H6, H7,	H14, H21, H25	H14, H19, H20, H21	H12, H21
British Values/ the Law		Equality Act 2010	Equality Act 2010	Equality Act 2010		Law-gambling	Law-substance abuse	
Christian Values		Dignity and Kindness	Dignity and community	Dignity and Kindness	Kindness	Wisdom and Dignity	Wisdom and Dignity	
Protected Characteristics		Disability	Disability	Sex				

Year 10: RSE and PSHE Curriculum PP3.1

Progress Period 3.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Can I have a positive impact on the relationships in my life?	Does a 'happy family' exist?	Managing changing relationships: bereavement and loss	Managing changing relationships: intimacy and break ups	Pornography and its role in influencing harmful attitudes towards sex.	Legal, social, emotional consequences of sharing sexual images	Challenging victim blaming and how to report sexual assault.	What is domestic violence and abuse? How to get help if I need it?
RSE Link		1.1, 1.2, 1.7 1.6, 2.2						4.1
PSHE Link		R13,R3, R17	R13	R2, R11, r12	R8	R22	R19	R30, R32
British Values/ the Law					Equality Act 2010	Equality Act 2010 Law- Consent, child exploitation	Equality Act 2010	Equality Act 2010
Christian Values		Kindness and community	Dignity and Humility	Dignity and Humility	Dignity and Humility	Justice, Kindness and Dignity	Justice and Dignity	Wisdom and Hope
Protected Characteristics					Sex	Sex	Sex	Sex

Year 10: RSE and PSHE Curriculum PP3.2

Progress Period 3.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	Who is in control of me?	Pride: Diversity Week	What is sexual harassment/ violence? How can I get help if I need it?	What is domestic violence/abuse? How can I get support if I need it?	What is coercive control in a relationship and how can I get help?	Do I control social media or does it control me?	Reckoning extreme views and fake news online	How does social media use my personal data?
RSE Link			4.1	4.1				
PSHE Link		R4, R39, R40, R41					L24, L28, L29, L27	L25, L26,
British Values/ the Law		Law: sexuality/hate crime Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010		Equality Act 2010	
Christian Values		Equality, Humility and Kindness	Justice, Wisdom and Community	Justice, Wisdom and Community	Justice, Courage and Dignity	Dignity	Wisdom	Wisdom
Protected Characteristics		Sexual Orientation	Sex	Sex	Sex		Religion or Beliefs	

Year 11: RSE and PSHE Curriculum PP1.1

Progress Period 1.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		Combating sexual abuse in schools.	How do we ensure that we have healthy attitudes to sexual relationships?	How do we communicate about sex and consent?	Sexual protection – what are the options? Whose responsibility?	STI-treatment, response and breaking the stigma of HIV.	Fertility and our reproductive health.	Pregnancy- what to expect and what are our choices.
RSE Link		4.1, 4.2, 5.1 5.12	(4.1, 4.2, 5.1, 5.2)	4.1, 4.2, 5.1, 5.4, 5.5	5.6 5.2, 5.9, 5.12	5.9, 5.10	5.3	5.7, 5.8
PSHE Link		R37			H29, H30, R23	H27, H28		
British Values/ the Law		Law-violence against women/girls Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010	Equality Act 2010
Christian Values		Justice and Equality	Dignity and Kindness	Dignity and Community	Wisdom and Dignity	Equality and Kindness	Equality and Kindness	Equality and Kindness
Protected Characteristics		Sex		Sex	Pregnancy and Maternity	Disability	Pregnancy and Maternity	Pregnancy and Maternity

Year 11: RSE and PSHE Curriculum PP1.2

Progress Period 1.2	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content	What do I do in an emergency ?	Emergency response: Drugs and alcohol and sexual behaviour.	Emergency response: Walking Alone	Emergency response: Violent gangs and crime	How can I manage a crisis in my life?	Who can I turn to when things go wrong?	How can budgeting help me to avoid financial emergencies?	Recognising signs of struggling in my peers and how to support them.
RSE Link					5.12			
PSHE Link		H23, R20	H23	H23				
British Values/ the Law		Law: Possession	Equality Act 2010	Law: Exploitation and Violence				
Christian Values		Wisdom and Dignity	Wisdom and Community	Wisdom and Community	Kindness, Community and Dignity	Community	Wisdom	Kindness and Equality
Protected Characteristics			Sex					

Progress Period 2.1	Big Question	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Content		Pride: Diversity Week	What does respect and equality in relationships look like?	What is gender and honour-based violence and forced marriage?	What if I need support?	What is FGM and breast ironing? What if I need support?	How do I know I am ready to go out into the world and make great relationships?	How can I manage the pressure of revision, exams and change?
RSE Link			2.1, 4.1, 4.2		1.3, 1.4, 4.1	4.1	1.7, 2.1, 4.1	
PSHE Link		R4, R39, R40, R41						
British Values/ the Law		Law: sexuality/hate crime Equality Act 2010	Equality Act 2010	Equality Act 2010		Equality Act 2010		
Christian Values		Equality and kindness	Equality and kindness	Wisdom, Dignity and Equality	Community and Hope	Wisdom and Community	Wisdom and Community	Wisdom and Community
Protected Characteristics		Sexual Orientation	Sex	Sex		Sex		

RSE expectations: secondary

Here's what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they're expected to study at primary school. These are the expectations set by the Department for Education.

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 its 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 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)
 - 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, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

- 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 wouldn't 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 female genital mutilation, 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

- 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, 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

