

# Relationships and Sex Education Policy

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

DIGNITY HOPE  
COMMUNITY  
WISDOM  
HUMILITY  
KINDNESS



<b>Approved by:</b>	G Warnock	<b>Date:</b> 01.09.24
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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 they 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 scrutinise, 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

PD Curriculum Term 1.1					
Year	7	8	9	10	11

Topic	Respectful friendships	Respectful Relationships and being safe	Intimate relationships and being safe	Relationships, media and being safe	Next steps
Sessions	<ul style="list-style-type: none"> <li>• <b>K</b> <b>e</b> <b>e</b> <b>p</b> <b>i</b> <b>n</b> <b>g</b> <b>c</b> <b>h</b> <b>i</b> <b>l</b> <b>d</b> <b>r</b> <b>e</b> <b>n</b> <b>s</b> <b>a</b> <b>f</b> <b>e</b></li> <li>• What makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>K</b> <b>e</b> <b>e</b> <b>p</b> <b>i</b> <b>n</b> <b>g</b> <b>c</b> <b>h</b> <b>i</b> <b>l</b> <b>d</b> <b>r</b> <b>e</b> <b>n</b> <b>s</b> <b>a</b> <b>f</b> <b>e</b></li> <li>• What are the characteristics of healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>K</b> <b>e</b> <b>e</b> <b>p</b> <b>i</b> <b>n</b> <b>g</b> <b>c</b> <b>h</b> <b>i</b> <b>l</b> <b>d</b> <b>r</b> <b>e</b> <b>n</b> <b>s</b> <b>a</b> <b>f</b> <b>e</b></li> <li>• Is peer approval important?</li> <li>• How can peer pressure negatively impact children</li> </ul>	<ul style="list-style-type: none"> <li>• <b>K</b> <b>e</b> <b>e</b> <b>p</b> <b>i</b> <b>n</b> <b>g</b> <b>c</b> <b>h</b> <b>i</b> <b>l</b> <b>d</b> <b>r</b> <b>e</b> <b>n</b> <b>s</b> <b>a</b> <b>f</b> <b>e</b></li> <li>• What are the effects of social media</li> </ul>	<ul style="list-style-type: none"> <li>• What are effective communication techniques and strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• d? Is fighting in more important than being in a gun line?</li> </ul>	<ul style="list-style-type: none"> <li>• ons hips? What boundaries are in all types of relationships? What can I do if</li> </ul>	<ul style="list-style-type: none"> <li>• en my own age? Why is risky experience an problem? What is sexual exploitation and grooming?</li> </ul>	<ul style="list-style-type: none"> <li>• a ferrelationship online? How can I tell if a relation is</li> </ul>	<ul style="list-style-type: none"> <li>• ies? What are my options post-16 and career path way</li> </ul>
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	<ul style="list-style-type: none"> <li>• How can I manage a gap between perspectives?</li> <li>• How do I maintain a rapport?</li> </ul>	<p>relationshipship changes in a way I don't like?</p> <ul style="list-style-type: none"> <li>• What does the law say about</li> </ul>	<ul style="list-style-type: none"> <li>• Charlene's Story</li> <li>• What do I do if I think someone I know is displaying unsafe, risky behaviours?</li> </ul>	<p>ipisunhealthy?</p> <ul style="list-style-type: none"> <li>• Why do I need to take care with what I say</li> </ul>	<p>s?</p> <ul style="list-style-type: none"> <li>• What are the applications for process? Include writing</li> </ul>
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	<p>s i t i v e r e l a t i o n s h i p s w i t h p e o p l e w h o a r e d i f f e r e</p>	<p>c o n s e n t ? • W h y i s c o n s e n t i m p o r t a n t a n d h o w d o l a s s e r t i t ? • W h a t i s s e x t i n g</p>		<p>a r e o n l i n e ? • W h a t i s c o n s e n t a n d w h y c a n l g i v e i t ? • W h a t d o</p>	<p>t i n g C V s, p e r s o n a l s t a t e m e n t s a n d i n t e r v i e w t e c h n i q</p>
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	<p>n t t o m e ?</p> <ul style="list-style-type: none"> <li>• H o w c a n I k e e p m y o n l i n e i d e n t i t y a n d r e l a t</li> </ul>	<p>a n d h o w d o I e n s u r e I a m s a f e?</p>		<p>I d o I a n i m a g e i s s h a r e d w i t h o u t m y c o n s e n t ?</p> <ul style="list-style-type: none"> <li>• H o w c a n I f</li> </ul>	<p>u e</p> <ul style="list-style-type: none"> <li>• H o w t o d e v e l o p s e l f - e f f i c a c y ? i n c l u d i n g m o t i v a t i o n</li> </ul>
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	<p>i o n s h i p s s a f e ?</p> <ul style="list-style-type: none"> <li>• How can I avoid this conflict in social media</li> </ul>			<p>o s t e r h e a l t h y r e l a t i o n s h i p s ?</p>	<p>, p e r s e v e r a n c e a n d r e s i l i e n c e</p> <ul style="list-style-type: none"> <li>• What can causes stress?</li> </ul>
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		e d i a ?				<ul style="list-style-type: none"> <li>• W h a t s t r e s s m a n a g e m e n t s t r a t e g i e s a r e t h e r e ? I n c l u</li> </ul>
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					d i n g m a i n t a i n i n g h e a l t h y s l e e p h a b i t s • H o w d o l s t a y s a
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					f e w i t h c o n t e n t o n l i n e a n d t h e o p p o r t u n i t i e s t h i s o f f e r
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					<p style="text-align: right;">s ? ● H o w d o l b a l a n c e t i m e o n l i n e ?</p>
RSE Link	4.1, 4.2, 5.1 5.12, 2.1, 2.2, 2.3, 3.1, 3.2, 3.2	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 2.5, 3.2, 3.3, 3.8, 4.1, 4.2, 5.1, 5.12	2.8, 4.1, 5.4, 5.5, 5.11	R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	H2, H3, H4, H8, H12, L22

PD Curriculum Term 1.2					
Year	7	8	9	10	11
Topic	Respectful relationships and being safe	Respectful relationships and being safe	Respectful Relationships and being safe	Respectful Relationships and being safe	Respectful Relationships and being safe

Sessions	<ul style="list-style-type: none"> <li>• What is prejudice and discrimination?</li> <li>• What are the perpetrator's</li> </ul>	<ul style="list-style-type: none"> <li>• What makes our unique experiences special?</li> <li>• How do we prevent</li> </ul>	<ul style="list-style-type: none"> <li>• What is sexism and homophobic bias?</li> <li>• Why does stereotypical pin</li> </ul>	<ul style="list-style-type: none"> <li>• What does equality mean to me?</li> <li>• Do we have equality in society yet?</li> </ul>	<p><b>Keeping children Safe</b></p> <ul style="list-style-type: none"> <li>• How do we ensure that we have healthy attitudes towards</li> </ul>
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	<p>h a r a c t e r i s t i c s a n d h o w c a n w e s u p p o r t t h e m i n s c h o o l ? • H o w d i</p>	<p>o t e c t e d c h a r a c t e r i s t i c s f r o m p r e j u d i c e a n d d i s c r i m i n a t i o n ? • H a t e</p>	<p>ff e c t p e o p l e n e g a t i v e l y ? • W h a t i s r a c i s m ? • H o w c a n I r e c o g n i</p>	<p>• W h a t s h o u l d e q u a l i t y i n t h e w o r k p l a c e l o o k l i k e ? • W h a t s h o u l d e q u a l i t y i n r e</p>	<p>r d s s e x a n d r e l a t i o n s h i p s ? • H o w d o I h a n d l e u n w a n t e d</p>
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	<p>verses is Britain today? • What are stereotypes and why can't they</p>	<p>crimes - how do they affect our local community? • How is banter</p>	<p>seprejudice and avoid being a bystander? • How can we spot</p>	<p>latenesship look like? • How can I safely challenge discrimination, including</p>	<p>attention, including online? • How do I challenge harassment</p>
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	<p>b e d a m a g i n g ?</p> <ul style="list-style-type: none"> <li>• H o w d o e s b u l l y i n g a f f e c t y o u n g p e o p l e ?</li> <li>• W h a t s</li> </ul>	<p>a f o r m o f v e r b a l b u l l y i n g ?</p> <ul style="list-style-type: none"> <li>• H o w c a n I r e c o g n i s e i n j u s t i c e a n d a v o i d b</li> </ul>	<p>x t r e m i s t v i e w s o n l i n e ?</p> <ul style="list-style-type: none"> <li>• W h a t d o e s t h e l a w s a y a b o u t e x t r e m</li> </ul>	<p>o n l i n e</p> <ul style="list-style-type: none"> <li>• W h a t a r e f o r c e d a n d a r r a n g e d m a r r i a g e s ?</li> <li>• W h a t i s h o n o r u r b a s e d</li> </ul>	<p>s m e n t a n d s t a l k i n g , i n c l u d i n g o n l i n e ?</p> <ul style="list-style-type: none"> <li>• H o w d o w e c o m</li> </ul>
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	<p>h o u l d I d o i f I s e e p e o p l e t r e a t i n g o t h e r s b a d l y ? • H o w d o I r e p a i</p>	<p>e i n g a b y s t a n d e r ? • D o m y o w n p e r c e p t i o n s o f o t h e r s a f f e c t h o w m</p>	<p>i s t v i e w s a n d r a d i c a l i s a t i o n ? • W h a t i s P R E V E N T ?</p>	<p>v i o l e n c e a n d w h a t a r e t h e c o n s e q u e n c e s ?</p>	<p>m u n i c i p a t e a b o u t s e x a n d c o n s e n t ? • S e x u a l p r o t e c t i o n</p>
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	<p>r o r e n d a f r i e n d s h i p p o s i t i v e l y ?</p>	<p>u c h r e s p e c t l i s h o w t h e m ? • H o w d o w e r e c o g n i s e a n d c h a l l e n g e</p>			<p>s - w h a t a r e t h e o p t i o n s ? W h o s e r e s p o n s i b i l i t y ? • S T I - t r</p>
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		in t o l e r a n c e ?			e a t m e n t, r e s p o n s e a n d b r e a k i n g t h e s t i g m a o f H I V F e r t
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						ili t y a n d o u r r e p r o d u c t i v e h e a l t h r e c a p p r e g n a n c y - w h
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					a t a r e t h e o p t i o n s ?
RSE Link	R3, R38, R39, R40, R41	R39, R40, R41, R3, R4, R42, R43	R39, R40, R41, R3, R4, R42, R43	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	H26, H27, H28, H29, R16, R17, R21, R23, R32

PD Curriculum Term 2.1					
Year	7	8	9	10	11
Topic	Health	Health	Health	Careers- work experience	Staying healthy and Being Safe

<p>Sessions</p>	<ul style="list-style-type: none"> <li>• What are the things that happen to me by doing my job?</li> <li>• What are the things that happen to me by doing my job?</li> </ul>	<ul style="list-style-type: none"> <li>• What triggers stress and how can I manage stress?</li> <li>• Is my diet impacting my happiness?</li> <li>• What are some of the misconceptions around</li> </ul>	<ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• What are the things that are affecting my health?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my strengths and interests in relation to career development?</li> <li>• What opportunities are there in learning and</li> </ul>	<ul style="list-style-type: none"> <li>• What are the things that I can do to improve my health?</li> </ul>
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	<p>n s w h e n s o m e o n e e i s e x p e c t i n g o r i s o n t h e i r p e r i o d ?</p>	<p>add icti ons ?  <ul style="list-style-type: none"> <li>• Wh at doe s the law say abo ut sub sta nce mis use ?</li> <li>• Wh at are the risk s of alc oho l, tob acc o, nic otin e and vap ing ?</li> <li>• Ho w can we</li> </ul> </p>	<p>f a c t s a b o u t s e l f h a r m a n d s u i c i d e ?  <ul style="list-style-type: none"> <li>• E a t i n g d i s o r d e</li> </ul> </p>	<p>wo rk?  <ul style="list-style-type: none"> <li>• Wh at str ate gie s ca n I us e for ov erc om ing ch all en ge s or ad ver sity ?  <ul style="list-style-type: none"> <li>• Wh at res po nsi bili tie s will I ha ve in the wo</li> </ul> </li> </ul> </p>	<p>m e n t a l h e a l t h ?  <ul style="list-style-type: none"> <li>• W h a t i m p a c t d o d r u g s h a v e o n y o u r p h</li> </ul> </p>
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	<ul style="list-style-type: none"> <li>• What characteristics and changes are there for boys and girls?</li> <li>• How</li> </ul>	<p>promote positive social norms and attitudes?</p> <p><i>Booklet on drugs/alcohol for PE</i></p>	<ul style="list-style-type: none"> <li>• Depress</li> </ul>	<p>relationship?</p> <ul style="list-style-type: none"> <li>• How do I manage practical problems and health and safety?</li> <li>• How do I maintain a positive personal presence</li> </ul>	<p>relationships?</p> <ul style="list-style-type: none"> <li>• Sexual encounters when</li> </ul>
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	<p>w d o w e m a n a g e p h y s i c a l a n d e m o t i o n a l c h a n g e s d u r i</p>		<p>d o i f l a m f e e l i n g l i k e t h i s ? • H o w c a n l a c c e s s m e n t a l</p>	<p>nc e onl ine ? • Ho w to ev alu ate an d bui ld on the lea rni ng fro m wo rk ex per ien ce</p>	<p>u n d e r t h e i n f l u e n c e - h o w t o s t a y s a f e . • W a l k i n g a l o</p>
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	<p>n g p u b e r t y ? • H o w d o w e m a n a g e u n w a n t e d c o n t a c t ? • H o w</p>		<p>h e a l t h s u p p o r t ?  <i>Booklet on mental wellbeing?</i></p>		<p>n e a t n i g h t - k n o w h o w t o k e e p y o u r s e l f s a f e . • C o u n t y</p>
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		d o s o n e c u l t u r e t r y t o c o n t r o l p u b e r t y - F G M a n d b r e				L i n e s i n B l a c k p o o l - h o w t o s t a y s a f e . • W h o c a n l i t u r n
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	<p style="text-align: center;">a s t i r o n i n g .</p> <p style="text-align: center;"><i>Booklet on puberty for PE</i></p>				<p style="text-align: center;">t o i f f e e l o u t o f c o n t r o l ?</p>
RSE Link	H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	

PD Curriculum Term 2.2					
Year	7	8	9	10	11
Topic	Relationships	Relationships	Relationships	Relationships	Revision

Sessions	<ul style="list-style-type: none"> <li>• What do we mean and by self worth?</li> <li>• What are positive qualities in a</li> </ul>	<ul style="list-style-type: none"> <li>• What are positive behaviors?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I ready for sexual activity and what are my choices?</li> <li>• What are the facts and misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• What relationship values are important to me?</li> <li>• What misconceptions and social norms are there</li> </ul>	<ul style="list-style-type: none"> <li>• Mentality health and well-being?</li> <li>• Examine Prejudice and discrimination</li> <li>• How</li> </ul>
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	<p>re la ti o n s h i p ? • W h a t d o w e m e a n b y u n h e a l t h y r e l a t i o n s h i p s ?</p>	<p>• W h a t t y p e o f d i f f e r e n t r e l a t i o n s h i p s a r e t h e r e ?</p>	<p>s r e l a t i n g t o c o n s e n t? I n c l u d i n g t h e c o n t i n u o u s r i g h t t o w i t h d r a w c o n s e n t a n d c a p a c i t y t o c o n s e n t</p>	<p>e a r o u n d s e x, g e n d e r a n d r e l a t i o n s h i p s ? • W h a t i s m a n i p u l a t i o n, c o e r c i o n, a n d c a p a c i t y t o c o n s e n t?</p>	<p>t o r e v i s e • H o w t o h a n d l e t h e p r e s s u r e o f e x a m s</p>
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	<ul style="list-style-type: none"> <li>• How does the media portray a young girl differently than stereotypes and how</li> </ul>	<ul style="list-style-type: none"> <li>• What is gender and sexual activity?</li> <li>• What is consent (rec)</li> </ul>	<ul style="list-style-type: none"> <li>• How do I keep myself safe during sexual activity?</li> <li>• What are the risks if I'm not safe? STIs and the co</li> </ul>	<ul style="list-style-type: none"> <li>• How do I recognise and respond to pressure, coercion and exploitation, including reporting and acce</li> </ul>	
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	<p>ould we challenge them?</p> <ul style="list-style-type: none"> <li>• What are the expectations of a roma</li> </ul>	<p>) and how do I position myself as a servant?</p> <ul style="list-style-type: none"> <li>• What is the moral</li> </ul>	<p>nsquences of unprotected sex, including pregnancy</p> <ul style="list-style-type: none"> <li>• How are relationships portrayed in the media</li> </ul>	<p>ssing appropriate support</p> <ul style="list-style-type: none"> <li>• How do I recognise and challenge victim blaming?</li> <li>• What is asexuality, abstinence</li> </ul>	
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	<p>n t i c r e l a t i o n s h i p ?</p> <ul style="list-style-type: none"> <li>• What is c o n s e n t a n d h o w c a n w e a s s e r t i v e</li> </ul>	<p>a l d u t y w i t h t h e s e e k e r o f c o n s e n t ?</p> <ul style="list-style-type: none"> <li>• How c a n I j u d g e i</li> </ul>	<p>an d p o r n o g r a p h y?</p> <ul style="list-style-type: none"> <li>• How do I a s s e s s a n d m a n a g e r i s k s o f s e n d i n g, s h a r i n g o r p a s s i n g o n s e x u a l i m a g</li> </ul>	<p>ne nc e a n d c e l i b a c y?</p>	
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		<p>y c o m m u n i c a t e c o n s e n t?</p>	<p>f s o m e o n e i s t r u s t w o r t h y? • H o w d o w e m a n a g e p e e r p r e</p>	<p>es ?</p>		
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			S S U R E ?		
RSE Link	H1, R2, R9, R11, R13, R14, R16, R24	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 2.5, 3.2, 3.3, 3.8, 4.1, 4.2, 5.1, 5.12	R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	

PD Curriculum Term 2.2					
Year	7	8	9	10	11
Topic	Families	Online safety	Families	Families	Exams

<p>Sessions</p>	<ul style="list-style-type: none"> <li>● How and why are families different?</li> <li>● How can I improve my family relationships?</li> <li>● What different types of committed stable relationships are there?</li> <li>● Why do some people</li> </ul>	<ul style="list-style-type: none"> <li>● How do we communicate online?</li> <li>● How do I keep my apps safe?</li> <li>● How do I recognize and understand online grooming?</li> <li>● Where can I find support?</li> <li>● How do I recognize misleadin</li> </ul>	<ul style="list-style-type: none"> <li>● What different types of families are there?</li> <li>● How can I keep my relationships at home positive?</li> <li>● How do I manage conflict in different</li> </ul>	<ul style="list-style-type: none"> <li>● What are the different types of families and changing family structures?</li> <li>● How will I know when I am ready for parenthood?</li> <li>● What are positive parenting qualities?</li> <li>● What do we mean by fertility,</li> </ul>	
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	<p>ple cho ose to marr y?</p> <ul style="list-style-type: none"> <li>• Dive rsity and relat ions hips</li> </ul>	<p>g or bias ed infor mati on onlin e?</p> <ul style="list-style-type: none"> <li>• How do I know whe n cont ent is publi cly shar ed or priva te?</li> </ul>	<p>con text s?</p> <ul style="list-style-type: none"> <li>• Wh at stra tegi es can I use to res olve con flict s?</li> <li>• Ho w do I ma nag e cha nge s in rela tion shi ps and fam ily? (Div orc e, sep ara tion etc)</li> <li>• Wh at</li> </ul>	<p>inclu ding how it varie s and chan ges</p> <ul style="list-style-type: none"> <li>• What happ ens in preg nanc y, birth and misc arria ge?</li> <li>• What are the optio ns with an unpl anne d preg nanc y? Inclu ding abort ion</li> <li>• How do I man age</li> </ul>	
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			serv ices are ava ilab le to me ?	chan ge, loss, grief and bere ave ment ?	
RSE Link		H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	H2, , R6, R19, R21, R22, R23, R35, R36	H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	

PD Curriculum Term 2.2					
Year	7	8	9	10	
Topic	Health and wellbeing	Health and wellbeing	Health and wellbeing	Health and wellbeing	

<p>Sessions</p>	<ul style="list-style-type: none"> <li>● How do we keep ourselves safe on roads?</li> <li>● How do we keep ourselves safe on railways?</li> <li>● How do we keep ourselves safe on the coast?</li> <li>● How should we</li> </ul>	<ul style="list-style-type: none"> <li>● How can I take personal responsibility for my health?</li> <li>● What is mental health?</li> <li>● What stigmas are there about mental health?</li> <li>● What strategies can we use for positive mental health?</li> </ul>	<ul style="list-style-type: none"> <li>● How do I distinguish between healthy and unhealthy friendships?</li> <li>● How do I assess risks and manage influences around me?, including online</li> <li>● How do I recognise passive, aggressive and assertive</li> </ul>	<ul style="list-style-type: none"> <li>● What challenges might I face as I get older?</li> <li>● How can I reframe negative thinking?</li> <li>● What strategies can I use to look after my mental health and emotional wellbeing?</li> <li>● What are the signs of emotional or mental ill-health?</li> <li>● How do I access support and treatment for</li> </ul>
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	<p>respond in emergency situations?</p> <ul style="list-style-type: none"> <li>• What is basic first aid?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we develop digital resilience?</li> <li>• How can I stay safe online?</li> <li>• Private and public settings</li> </ul>	<p>behaviour?,</p> <ul style="list-style-type: none"> <li>• What are gangs and what risks do they pose?</li> <li>• What is the law on carrying a knife?</li> <li>• What are the legal and health risks in relation to drug and alcohol use, including addiction and depe</li> </ul>	<p>mental health?</p> <ul style="list-style-type: none"> <li>• How is mental health shown in the media?</li> <li>• What do I do to challenge stigma, stereotypes and misinformation?</li> </ul>
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			<p>nden ce</p> <ul style="list-style-type: none"> <li>• What are country lines?</li> </ul>	
RSE Link	H1, H2, H30, H33, R13, L1, L2	H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	H2, H5, H6, H7, H8, H9, H10

**Appendix 2 : By the end of secondary school pupils should know:**

## **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](#).

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent signature	
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	