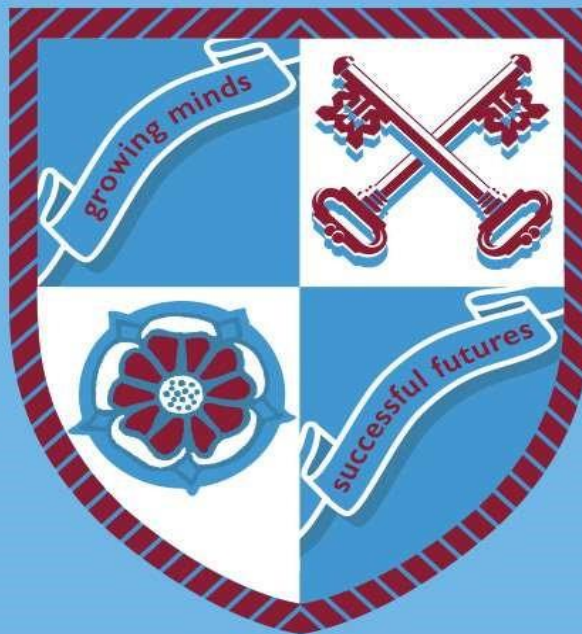




# RELATIONSHIPS AND SEX EDUCATION POLICY



**Reviewed  
by:**

Jane Fletcher – Assistant HT

**Date:** 14 April 2021

**Approved by:**

Full Governing Body

**Date:** 11 May 2021

**Next Review:**

May 2024

## 1. Aims

The aims of relationships and sex education (RSE) at Warblington School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of the school support relationships and sex education at our school but particularly support the following aims:

- Inspire all of our children to dream big, extending their horizons beyond their expectations
- Encourage every child to feel special in a safe, happy and caring environment in which both staff and children feel valued.
- Have high expectations of our children based on good manners, mutual respect and knowing the difference between right and wrong.
- Value the significant contribution that all parents have in the life of our school and listen to their views with respect and consideration.

## 2. Statutory requirements

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 3. Policy development

This policy has been developed as a draft and will be part of a consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- a) Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c) Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy when Covid-19 restrictions are lifted and will be invited to raise issues via school communication chains in the interim.
- d) Student consultation – as part of the delivery, we will build up student voice to be gathered at the end of each year’s delivery. Further opportunities to share views will be gathered at the end of each rotation to ensure students are involved in the continual review of this curriculum and its delivery.
- e) Ratification – once amendments are made, the final policy will be shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

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

We may further develop the curriculum following consultation with parents, students and staff, taking into account the age, needs and feelings of pupils. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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

#### **6. Delivery of RSE**

RSE is taught within our Enrichment programme. Each week students engage in a carousel of topics over the year. The rotation areas are Safeguarding, Sex Education, Relationships Education, Diversity and Equalities and Careers Education. The personal, social, health and economic (PSHE) education curriculum is addressed in the main through these lessons, but also via our assembly programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. At Warblington School, we aim to ensure that our teaching reflects that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We work to ensure that our delivery reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

### **7.2 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-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Designing and delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Senior Leadership Team takes responsibility for the strands within SRE, along with a Year Leader.

## **7.4 Students**

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

## **8. Parents' right to withdraw**

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the 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 work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are supported to deliver 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 when appropriate.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Leadership and Year Leader team through:

- Monitoring of lessons each week and by regular CPD sessions for staff delivering the session.
- Students' development in RSE is monitored by class teachers as part of our internal assessment systems. At the end of each module a set of multi-choice questions are set to assess understanding within each module. Attainment will be shared with students and parent/carers at the end of the year.

This policy will be reviewed by the school annually. At every review, the policy will be approved the governing body.

## Relationships and Sex Education Expectations - Secondary

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
Determine whether other children, adults or sources of information are trustworthy	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 (*Also Relationships)	That there are different types of committed, stable 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)
Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	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) (*Also Relationships)	How these relationships might contribute to human happiness and their importance for bringing up children	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
Seek help or advice, including reporting concerns about others if needed	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause	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)	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
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Why marriage is an important relationship choice for many couples and why it must be freely entered into	
What constitutes sexual harassment and sexual violence and why these are always unacceptable	That they have a choice to delay sex or enjoy intimacy without sex	The characteristics and legal status of other types of long-term relationships	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	The facts about the full range of contraceptive choices, efficacy and options available	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	
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	The facts around pregnancy, including miscarriage	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	
Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them	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)	Practical steps they can take in a range of different contexts to improve or support respectful relationships	

What to do and where to get support to report material or manage issues online	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	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	
The impact of viewing harmful content	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	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 (*Also Sex Ed)	
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	How the use of alcohol and drugs can lead to risky sexual behaviour	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) (*Also Sex Ed)	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Safeguarding)	
How information and data is generated, collected, shared and used online		How the use of alcohol and drugs can lead to risky sexual behaviour (Also Sex Ed and Safeguarding)	
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)			
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Relationships)			
How the use of alcohol and drugs can lead to risky sexual behaviour (Also Sex Ed and Relationships)			

**Relationships and Sex Education Expectations – Year 7**

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
Determine whether other children, adults or sources of information are trustworthy	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause	That there are different types of committed, stable 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)
Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	How these relationships might contribute to human happiness and their importance for bringing up children	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
Seek help or advice, including reporting concerns about others if needed		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)	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
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help		Why marriage is an important relationship choice for many couples and why it must be freely entered into	
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		The characteristics and legal status of other types of long-term relationships	
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		The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	
Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them		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	



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			

**Relationships and Sex Education Expectations – Year 8**

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
How to determine whether other children, adults or sources of information are trustworthy	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) (*Also Relationships)	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	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)
How to seek help or advice, including reporting concerns about others if needed	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	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	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 they have a choice to delay sex or enjoy intimacy without sex	Practical steps they can take in a range of different contexts to improve or support respectful relationships	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
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		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) (*Also Sex Ed)	
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			

<p>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</p>			
<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>			
<p>How information and data is generated, collected, shared and used online</p>			
<p>How the use of alcohol and drugs can lead to risky sexual behaviour (Also Sex Ed and Relationships)</p>			

**Relationships and Sex Education Expectations – Year 9**

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
How to seek help or advice, including reporting concerns about others if needed	That they have a choice to delay sex or enjoy intimacy without sex	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	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)
What constitutes sexual harassment and sexual violence and why these are always unacceptable			
> 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 >	The facts about the full range of contraceptive choices, efficacy and options available	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others (Also Sex Ed and Safeguarding)	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
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 facts around pregnancy, including miscarriage	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) (Also Safeguarding )	
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 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)		
That sharing and viewing indecent images of children (including those created by children)		How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex	

<p>is a criminal offence which carries severe penalties including jail</p>	<p>(including condom use) and the importance of and facts about testing</p>		
<p>How information and data is generated, collected, shared and used online</p>		<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	
<p>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] (Delivered by Relationships Education in Year 10)</p>	<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>		
<p>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) (Also Relationship Education)</p>	<p>How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment</p>		
<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Also Sex Ed and Relationships)</p>			

**Relationships and Sex Education Expectations – Year 10**

SAFEGUARDING	SEX EDUCATION	RELATIONSHIP EDUCATION	DIVERSITY
How to seek help or advice, including reporting concerns about others if needed	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)	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others (Also Sex Ed and Safeguarding)	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)
What constitutes sexual harassment and sexual violence and why these are always unacceptable			
> 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	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	Three 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 (Facts delivered within Safeguarding (Y9)	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
Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	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) (Also Safeguarding )	
What to do and where to get support to report material or manage issues online			
The impact of viewing harmful content	How the use of alcohol and drugs can lead to risky sexual behaviour		
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 to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment		
How information and data is generated, collected, shared and used online			
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others (Also Sex Ed and Relationships)			

Appendix 3 : Curriculum Overviews - Diversity and Equality

	Staff	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Year 7</b>	HBN	What is “diversity” and how does it affect our lives? (R24)	How does the Government protect us and how do they make their Laws? (L5)	What are the Human Rights for children? (L5)	How can we tackle discrimination of sex, gender identity and sexual orientation? (R26)	What are the origins of Pride? How does this initiative raise awareness? (R25)	BLM – what are the origins?	How well can I plan and present my own awareness event? How can we be more ‘diversity aware’?
<b>Year 8</b>	SHD	What is Bigotry?  An exploration of prejudice.	What are Human Rights?  The 30 human rights explained	How to protect yourselves.  What happens when human rights go wrong.	Disability stereotypes.  How disabled people are portrayed in the media. How our opinions are formed	Challenging Stereotypes  How the equality act has challenged stereotypes	Sexual Orientation  How different people have different sexual orientations and what they are.	Sexual identity  What is the difference between sex and gender?
<b>Year 9</b>	JDE	Stereotypes- How different groups feel they are perceived. How stereotypes may be a factor in employment	Discrimination- looking at law around discrimination and our own prejudices	Bullying- Focus on Katie Price and Harvey speaking out against trolling. Different types of bullying	Child sexual exploitation- CEOPS video story about older teenager exploiting younger group. Comparison of ‘normal’ teenage relationship and exploitation	Exploitation and trafficking  Looking at types of exploitation, how and why people are trafficked and sectors they may be working in.	Use of social media  Looking at acceptable use, why different view points are helpful but should not be offensive or discriminatory	Bias in social media  Looking at how the same story or images can be presented in other ways. How we should check facts
<b>Year 10</b>	EPD	What is Extremism?	What is religious extremism?	Does religion cause extremism?	In what ways are we prejudiced?	How can we prevent extremism?	What is a cult?	How can we protect ourselves and others from cults?

Appendix 3 : Curriculum Overviews - Relationships

	Staff	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Year 7</b>	TSE	Different types of stable relationships and benefits to human happiness.  Mental Health	Unhealthy relationships – abuse, bullying	Gender stereotypes	Managing online friendships  Kindness	Marriage and the benefits, legal rights and other ceremonies.	Self-esteem – A good Relationship with your self  Healthy Boundaries	Benefits of intimate relationships – consent etc
<b>Year 8</b>	HMN	What is meant by the word relationship?	Roles and responsibilities when providing role models for relationships	Gender stereotypes	Benefits and challenges of social media. What are the online risks involved?	Sexual bullying. What is the impact of inappropriate sexual behaviour?	Legal, emotional and social consequences of sharing sexual images	Meaning and importance of consent in a relationship
<b>Year 9</b>	RMM	What makes a healthy and unhealthy relationship and how can we recognise the difference Gender stereotypes	Negative impacts caused by unhealthy relationships and why is domestic violence so rife between young couples? Gender stereotypes	Gender stereotypes, media distortion and social and personal relationships impact	What makes a dominator and what makes a friend, ‘gas lighting’ and toxic relationships and impacts on self. Self-love and wellbeing. Gender stereotypes	Peer pressure, how can peer pressure be associated with sexual activity? How can I respond to sexual peer pressure? Gender stereotypes	Sexting, sharing images and the emotional and legal consequences. Resisting peer pressure  Consent, meaning, impact, ‘expect respect’ and the law on relationships.	
<b>Year 10</b>	HBS	What makes a healthy and unhealthy relationship?	What is peer pressure and consent?	Harassment and rape	Grooming and child exploitation?	Domestic abuse	FGM  Honour based violence	Forced marriage



Appendix 3 : Curriculum Overviews – Safeguarding

	Staff	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Year 7</b>	ASC	General Safety Travelling to school, stranger danger (who to trust), how to report concerns about self and others	Healthy Lifestyles & Importance of exercise Hygiene	Self Esteem (bullying) Peer on peer abuse	Online Safety Send me a pic resources	Online Safety Send me a pic resources	What is stress Introduction to Mental Health	Basic First Aid and CPR
<b>Year 8</b>	RPS	Safeguarding	Confidence and Self Esteem	Peer Pressure Peer on Peer	Drugs and Alcohol	Mental/Emotional Health 'Anxiety' What is stress	Online Safety Live Streaming, Charlie's Story	Online Safety Live steaming, Charlie's story
<b>Year 9</b>	MGY	Online Safety First to a Million	Online Safety First to a Million	Sexually explicit material v real life	Consent Peer on Peer	Manipulation, coercion, persuasion	Managing Mental Health	Organisations to support divorce, separation, bereavement
<b>Year 10</b>	JCN	Stress, anxiety, depression	Managing stress	Online blackmail	Body image (to include online)	Body modification	Healthy v unhealthy relationships	Substance Misuse

Appendix 3 : Curriculum Overviews – Sex Education

	Staff	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>Year 7</b>	RGN	Puberty Physical and emotional changes	Puberty (Girls: Periods)	Hygiene	Fertility	Self-Esteem	Peer Pressure	Sexual Pressure
<b>Year 8</b>	MPR	Health affected by choices – Physical, sexual, reproductive health and well being.	Health affected by choices - Mental and emotional Health.	Consent	Understanding peer pressure – sexting.	Managing sexual pressure including resisting pressure and not pressing others.	You have a choice.	Recap, presentation, assessment.
<b>Year 9</b>	KWN	Positive relationships	Consent What is consent? Choice to have sex	Contraception	STI's	Pregnancy & Miscarriage	Alcohol, Drugs & Risky Behaviour	Assessment
<b>Year 10</b>	BAT	Teen pregnancy	Fostering and adoption	Termination of pregnancy	Support for unintended pregnancy	HIV/AIDS	IVF	Alcohol & risky behaviour

Appendix 4 : By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

Appendix 5 : Parent form: withdrawal from sex education within RSE

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

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

Parents will be encouraged to complete a Microsoft Forms version of this document so that an online record of it can be stored within the safeguarding records for students.