



RSHE Policy

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Signed:

David Buckle

Chair of Governors

Date: **Sept 21**

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1. Aims

The aims of relationships and sex education (RSE) and Health education (referred to as RSHE Education) at our 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 to 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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At Higham Lane School we teach RSE 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. A review of the current curriculum has been made by Mrs E Mitchell, Subject Leader for CPSHE which has 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 curriculum and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to watch a video presentation about the RSHE curriculum and policy.
4. Student consultation – students were invited to view a presentation about the new RSHE curriculum and policy and invited to make recommendations regarding it.
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 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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they 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 is taught within the Citizenship, Personal, Social, Health and Economic (CPSHE) Education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Modern Ethics.

All content is planned to be age-appropriate for students and recognises the need for:

- students understanding of the content
- noting the relative maturity of students
- not promoting exploration
- avoiding learning content from a biased/non factual setting (such as peers)

Within HLS, content is planned so it is age-appropriate and works in a progressing spiral so understanding will build each year on prior content and where needed, key messages are conveyed in a more mature way as the student gets older.

Appendix 1 shows the RSHE curriculum content by academic year. The information includes the lesson title, a description of what will be taught and how it is linked to the compulsory RSHE curriculum.

Some or all of the lessons indicated on these slides will be delivered to our students. This is dependent on term length and the number of lessons available to the key stage.

External agency usage

External agencies can improve CPSHE delivery. However, it is our responsibility to ensure we do not involve agencies who will:

- -promote non-democratic political systems rather than those based on democracy, whether for political or religious reasons or otherwise
- -teach that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise
- -engage in or encourage active or persistent harassment or intimidation of individuals in support of their cause
- -promote divisive or victim narratives that are harmful to British society
- -select and present information to make unsubstantiated accusations against state institutions

Examples of the external agencies we currently use are: The Fire Service, Warwickshire County Council Road Safety Team, Loudmouth Theatre Company, Integrated Sexual Health Services and the Police.

We aim that the CPSHE curriculum is being delivered in a safe environment by:

- -setting ground rules for lessons, where needed, particularly around not sharing personal information

- -stopping discussions if personal information is shared in lessons and following up with students later where needed
- -not promising confidentiality if a student confides something concerning
- -telling our students they can ask for help and they will be taken seriously

Supporting students with special educational needs

- Individual lesson plans will be adapted to differentiate the work to meet all our students' needs
- Additional planned resources will support SEND students
- All lessons will be planned to repeat key facts and messages of content to ensure SEND students are able to identify its importance
- Key facts and messages will be repeated in subsequent lessons/messages
- Delivery of lessons will be through form tutors or other teaching staff who are familiar with the needs of the student
- Additional support can also be given to individual students through work with their key worker or with specialist external agencies

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 relationships
- Being safe in relationships
- 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 (families can include single parent families, lesbian, gay, bi-sexual, transgender (LGBT) parents, families headed by grandparents, adoptive parents, 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).

7. Roles and responsibilities

7.1 The governing board

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

The governing board has delegated the approval of this policy to the Curriculum and Standards Sub Committee.

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/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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 Subject Leader for CPSHE and the headteacher.

All staff on timetable to teach CPSHE will teach aspects of the RSHE curriculum.

Emma Mitchell is the Subject Leader for CPSHE at Higham Lane School.

7.4 Pupils

Pupils 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/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 to the headteacher. Parents/carers may use 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 trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher and other relevant senior staff 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, as appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Emma Mitchell, Subject Leader for CPSHE through:

- Termly teacher feedback at the end of each module
- Termly student voice
- Termly lesson visits
- Annual parental consultation
- Annual governor consultation

- Annual subject audit, in line with emerging DfE or local advice

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

This policy will be reviewed by Emma Mitchell, Subject Leader for CPSHE, annually. At every review, the policy will be approved by Curriculum and Standards Sub Committee.

1.1.1 Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Relationships and Sex Education | | | | | | | | | |
|---|----------------------------|-------------|---|--|---|-------------------------------------|--|------------------------------|---|
| <u>LESSON TITLE</u> | <u>Cre8tive UNIT</u> | <u>YEAR</u> | <u>Learning Objectives</u> | <u>Key Terms - Literacy</u> | <u>Assessment Objectives</u> | <u>PSHE Association Core Themes</u> | <u>PSHE Association - Specific Links</u> | <u>Statutory Health 2020</u> | <u>Statutory RSE 2020</u> |
| Consent and Boundaries | Relationship and Sex Educa | Year 7 | understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way | Consent, Self esteem, Boundaries, praise, essential, comfortable, retractable, active, peer pressure | I can explain why personal space is important I understand what consent is and when it is given I can respond to people and situations in an assertive manner | Relationships | KS3 R24 R25 , R26, R27 | N/A | T4 - Being Safe |
| What does it mean to be a man in 2020? | Relationship and Sex Educa | Year 7 | To describe what it means to be a man in 2020 To explore gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and not a 'mans man' | Masculinity - qualities or attributes regarded as characteristic of men. | I know what it means to be a man I know the difference between a mans man and a good man I am confident in showing my emotions | N/A | | N/A | T1 - Families |
| Managing Friendships & Relationships | Relationship and Sex Educa | Year 7 | To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails | SECRETS, LIES, DISCLOSURES, SELF-DISCLOSURE, RELATIONSHIPS, Phubbing, Online Friends, Cyber Bullying | I can recognise if I have unhealthy friendships I understand the importance of not disclosing too much information to online friends I am a good friend most if not all of the time | Relationships | KS3 R1, R36 | T1 - Mental wellbeing | T2 - Respectful Relationships Inc Friendships |
| What Makes a good Friend | Relationship and Sex Educa | Year 7 | To understand the importance of friendship and the qualities makes a good friend To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others | Friendship, Loyalty, Trust, Toxic, qualities, | Know how to make new friends I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships | Relationships | | T1 - Mental wellbeing | T2 - Respectful Relationships Inc Friendships |
| Respect and Relationships | Relationship and Sex Educa | Year 7 | To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences | Affection, independence, Respect, differences, understanding, diversity | To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences | Living in the wider World | KS3 R13, R14, R41, R42 | N/A | T2 - Respectful Relationships Inc Friendships |
| Being positive + Self Esteem | Relationship and Sex Educa | Year 7 | To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us | Opportunities, hopes, fears, worries, expectations, choices, problems, Positivity, Optimism | I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own emotions | Relationships | KS3 H6 H8 | N/A | T1 - Families |
| Peer Pressure and Influence | Relationship and Sex Educa | Year 7 | To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel | Pressure, Coercion, friends, Barter, Bullying, self esteem, Resilience, Independence | I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others | Relationships | KS3 R13, R14, R41, R42 | N/A | T1 - Families |

| Relationships and Sex Education | | | | | | | | | |
|--|---------------------------------|--------|--|--|--|--------------------------------------|--------------------------------|-------------------------------|---------------------------------|
| LESSON TITLE | Cre8tive UNIT | YEAR | Learning Objectives | Key Terms - Literacy | Assessment Objectives | PSHE Association (PSHE Association - | Statutory Health 2020 | Statutory RSE 2020 | |
| RSE - Sexual Orientation | Relationships and Sex Education | Year 8 | To understand the many different key terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudices and stereotypes that are out there To understand the damaging impact homophobic language has on people | Asexual, Pansexual, Bisexual, Queer, Heteroflexible, Heterosexual, Homosexual | I never use homophobic language even in casual conversation To understand and can define the wide range of sexualities that exist I understand where to turn to if I need more advice, support and information | Relationships | KS3 R3, R4, R5 Ks4 R6 | N/A | T1 - Families |
| RSE - What is Gender Identity | Relationships and Sex Education | Year 8 | To explore a range of language used with gender identity To understand the Gender Recognition Act and the difference between sex and gender To explore and challenge gender prejudices and stereotypes that are out there | Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria | I know the difference between sex and gender I am aware of the full spectrum of genders I understand the different options available to those transitioning | Relationships | KS3 R3, R4, R5 Ks4 R6 | N/A | T1 - Families |
| RSE - What is RSE | Relationships and Sex Education | Year 8 | To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship To explore what a healthy and unhealthy relationship might look like | Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, resilience, boundaries | I know what good Relationships and Sex Education is I am able to give good relationship advice to others I can identify a range of rights that should be respected in a relationship | Relationships | | N/A | T3 - Online + Media |
| RSE - Dealing with Conflict | Relationships and Sex Education | Year 8 | To understand the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods | Conflict Resolution, Argument, Assertive, Divorce, Solution, International, distressed | I know a range of conflict management strategies I understand the different causes of conflict I would be confident in diffusing future conflicts I may have in my relationships | Relationships | KS3 R19 | N/A | N/A |
| RSE - Healthy Respectful Relationships | Relationships and Sex Education | Year 8 | Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships. | Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friendships, respect | Identify what a healthy relationship looks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others | Relationships | KS3 R1, R36 | N/A | T5 - Intimate R & Sexual Health |
| RSE What is Love? | Relationships and Sex Education | Year 8 | To define the term love and understand that it comes in many forms To understand the meaning of love between a couple and the expectations that form a positive romantic relationship | Feelings, love, relationships, friendships, jealousy, religion | I can explain what love is I understand the expectations that form a positive romantic relationship I can explain the many differences between love and sex | Relationships | KS3 R1, R36 | N/A | T5 - Intimate R & Sexual Health |
| Introduction to Contraception | Relationships and Sex Education | Year 8 | To describe the concept of abstinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods | Abstinence, Barrier, Supress, Oestrogen, Progesterone, Copper, IUS, IUD, Contraception | I understand what contraception is and the importance of using it I can identify a wide range of contraceptive methods available in the UK I understand a range of issues to consider with regard to contraception choice | Relationships | KS3 R35, H36, R33 KS4 H26, H29 | N/A | T5 - Intimate R & Sexual Health |
| Periods and Menstrual Cycle | Relationships and Sex Education | Year 8 | To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body's functions | Oestrogen, luteal, follicular, ovulation, menstruation, tampon, TSS | I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human reproduction I understand the role of hormones in the regulation of the body's functions. | Health & Wellbeing | KS3 H34, R5, R16 KS4 R6 | T8 - Changing Adolescent body | N/A |

| Relationships and Sex Education | | | | | | | | | |
|---|---------------------------------|--------|---|--|---|--------------------|-----------------------------------|-----------------------|---------------------------------|
| <u>LESSON TITLE</u> | Cre8tive UNIT | YEAR | Learning Objectives | Key Terms - Literacy | Assessment Objectives | PSHE Association (| PSHE Association - Specific Links | Statutory Health 2020 | Statutory RSE 2020 |
| FGM and the Law | Relationships and Sex Education | Year 9 | To revise the different parts of the female reproductive organs To understand what FGM is and to know that FGM is illegal and where you can go for help and support | Uterus, Clitoris, Vulva, Consent, Genitals, Hood, mutilation, Cultural, illegality, criminal | I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I understand the dangers associated with FGM and Know where to seek help and support | Relationships | KS3 H2 | N/A | T4 - Being Safe |
| Y9 Sexual consent & Law | Relationships and Sex Education | Year 9 | To know the legal definition of consent and the law surrounding it To understand the practicalities of consent and the importance of it To understand the consequences of sexual activity with no consent | Consent, sexual assault, rape, capacity, willingness, exploitation, legality | I understand the requirements for consent I know the law in relation to consent, sexual assault and rape I understand the vital importance of consent | Relationships | R24 R25 KS4 R18, R20, R21 | N/A | T4 - Being Safe |
| RSE - Pleasure and Masturbation | Relationships and Sex Education | Year 9 | To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities | Clitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation, Orgasm, Private, addiction | I can define the terms pleasure and masturbation and give examples of each I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities | Relationships | KS4 R2 | N/A | T5 - Intimate R & Sexual Health |
| RSE - Delaying Sexual Activity | Relationships and Sex Education | Year 9 | Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship | Consent, Abuse, Rights, Assertive, Passive and Aggressive | I understand the benefits of delaying sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships | N/A | | N/A | T5 - Intimate R & Sexual Health |
| RSE - Why have Sex? | Relationships and Sex Education | Year 9 | To understand the considerations to be taken before making a relationship sexual To understand the positive and negative reasons to have sex To explore the consequences of making a relationship sexual | LOVE, SEX, MARRIAGE, HAPPINESS, CORE QUALITIES, coitus, contraception | I know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex I understand the full range of consequences of making a relationship sexual | N/A | | N/A | T5 - Intimate R & Sexual Health |
| RSE - Relationships and partners | Relationships and Sex Education | Year 9 | To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a relationship | Relationship Intimate Friendship Familial Professional Abuse Psychological Emotional Sexual | I understand the main features that help to build a healthy relationship I know a range of non physical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not | N/A | KS4 R1, R4 | N/A | T5 - Intimate R & Sexual Health |
| What are STI's? (Main Types) | Relationships and Sex Education | Year 9 | Name at least five common STDs and how they are transmitted. Understand the term safe sex. Compare sexual behaviours that put people at high, low or no risk for STD | STI, STD, Infection, Bacterial, Parasitic, Chlamydia, Syphilis, HIV, Contraception, Disease | Able to name at least 5 Sexually transmitted infections Understand the 2/3 main groups of STI's that exist Able to describe some of the possible symptoms of having an STI | Relationships | R5, H36, R33 KS4 H27, H28, H | N/A | T5 - Intimate R & Sexual Health |

| Relationships and Sex Education | | | | | | | | | |
|---|----------------------------|---------|---|--|---|--------------------------------------|-----------------------|--|---------------------------------|
| LESSON TITLE | Cre8tive UNIT | YEAR | Learning Objectives | Key Terms - Literacy | Assessment Objectives | PSHE Association (PSHE Association - | Statutory Health 2020 | Statutory RSE 2020 | |
| FGM | Relationship and Sex Educa | Year 10 | To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and Abroad | Social, Economic, Financial, Illegality, Culture, Elders, Mutilation, Infertility, Preventable | I understand the dangers associated with FGM I can explain the economic and social excuses made for committing FGM I know how to support someone at risk of FGM | Relationships | KS3 H22 | N/A | T4 - Being Safe |
| Sexting 'Nudes and Dick Picks' | Relationship and Sex Educa | Year 10 | To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts | Sexting, Nudes, Dick Picks, Peer Pressure, Consent, Revenge Porn, Consequences, Take Down Policy | I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online | Living in the wider World | KS3 R30 KS4 R22 | T2 - Internet Safety & Harmful Behaviour | T3 - Online + Media |
| Online Pornography (Myths vs Reality) | Relationship and Sex Educa | Year 10 | To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and relationships | Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal, sexual excitement, stimulation | Understand which types of Pornography are illegal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships | Relationships | KS3 R8 KS4 R8 | T2 - Internet Safety & Harmful Behaviour | T3 - Online + Media |
| Domestic Abuse and Domestic Violence | Relationship and Sex Educa | Year 10 | To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships | Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse | I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship | Relationships | N/A | N/A | T1 - Families |
| Sexualisation of the media | Relationship and Sex Educa | Year 10 | To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love island teach viewers about morals and ethics | Social media influencers, Sexualisation, ASA, Mental Health, Body Image | I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self esteem | Relationships | KS3 H3 KS4 H3 | N/A | T3 - Online + Media |
| Unhealthy Relationships, Sexual Assault and Rpe | Relationship and Sex Educa | Year 10 | To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship | Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres | I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a future partner that will keep me safe | Relationships | KS4 R28, R29, R30 | N/A | T5 - Intimate R & Sexual Health |
| Porn and its impact on Society - Lesson 2 | Relationship and Sex Educa | Year 10 | Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self | Pornography, Culture, Sex, Illegal, Legal, Society, Revenge Porn, | I understand why porn negatively influences peoples behaviours in society I can identify a wide range of issues that are under represented in porn I know what revenge porn is and the law surrounding it | Relationships | KS3 R8 KS4 R8 | N/A | T5 - Intimate R & Sexual Health |

| Relationships and Sex Education | | | | | | | | | |
|----------------------------------|--------------------------------|---------|--|---|--|--------------------------------------|------------------------------|--------------------|---------------------------------|
| LESSON TITLE | Cre8tive UNIT | YEAR | Learning Objectives | Key Terms - Literacy | Assessment Objectives | PSHE Association (PSHE Association - | Statutory Health 2020 | Statutory RSE 2020 | |
| Peer on Peer Abuse | Relationship and Sex Education | Year 11 | To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need | Peer abuse, Domestic Violence, Honour, CSE, Equality, Respect | I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help if myself or a peer is suffering abuse | Relationships | KS3 R42 R43 R44 R45 | N/A | T1 - Families |
| Fertility - what impacts it | Relationship and Sex Education | Year 11 | To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment | IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination, Sperm Bank, Surrogate | I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility I can explain the process of IVF Treatment | Relationships | 4 H26, H30, H31, H32, R24, F | N/A | T5 - Intimate R & Sexual Health |
| Alcohol, Parties and Bad Choices | Relationship and Sex Education | Year 11 | To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make | Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Units, Drink spiking, GHB, GBL | I know the risks associated with house parties I can explain how drinking alcohol impacts sensible decision making I always try to take positive decisions in relation to my own health and safety | Relationships | KS3 H27, KS4 H20, R20 | N/A | T5 - Intimate R & Sexual Health |
| Importance of Sexual Health | Relationship and Sex Education | Year 11 | To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health | Sexual Health, STI, Contraception, Sexual Health, Pregnancy | I can define sexual health and reflect on my own I can explain the negative consequences of neglecting my sexual health I can identify a range of things that will and will not protect against pregnancy | Relationships | H36, R33 KS4 H27 H22, H28 | N/A | T5 - Intimate R & Sexual Health |
| Revisiting Contraception | Relationship and Sex Education | Year 11 | To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both | IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush, Douche | I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods | Relationships | H35, H36, R33 KS4 H26, H29 | N/A | T5 - Intimate R & Sexual Health |
| Respect Love and Relationships | Relationship and Sex Education | Year 11 | To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship | SEXUAL HEALTH, CLINIC, ACCESSING SERVICES, FEARS, HELP DISRESPECT, ABUSE, UNHEALTHY, COERCION | I can describe what love is and what love is not I can identify unhealthy features of a relationship I understand the wide range of risks associated with online relationships | Relationships | KS4 R1, R4 | N/A | N/A |
| Revisiting STI's | Relationship and Sex Education | Year 11 | To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral STIs and bacterial STIs | Bacterial, Virus, Parasitic, STI, HIV, HPV, Promiscuous, Infection, G.U.M Clinic, Sexual health | I understand what happens at a sexual health clinic I can explain some differences between bacterial STIs and viral STIs I understand the risk of catching an STI with regard to various activities couples might engage in | Relationships | 5, H36, R33 KS4 H27, H28, H | N/A | N/A |

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

| TOPIC | PUPILS SHOULD KNOW |
|----------|---|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

1.1.3 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 | | | |

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