



Holmer Green Senior School

# Sex and Relationships Education (RSE) Policy

December 2024

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## 1. Aims

The aims of relationships and sex education (RSE) 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 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, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, 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 Holmer Green Senior 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/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- 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/carers, 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. We will share all curriculum materials with parents and carers upon request.

In this school, the intended RSE curriculum is made up of three core elements:

##### **1. Attitudes and Values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

##### **2. Personal and Social Skills**

- learning to manage and understand emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make prejudice free choices based on an understanding of and respect for, difference;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

##### **3. Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions
- and relationships;

- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- understanding the reasons for delaying sexual activity, and the advantages of such delay; and developing the knowledge and understanding needed to avoid unplanned pregnancy.

## 6. Delivery of RSE

The content of our program is based on the National Curriculum for Science, GCSE content for Religious Studies and the guidance given by the PSHE Association. Each section of the program is planned by the PHSCE Co-Ordinator. This program of study is planned in conjunction with the Assistant Headteachers, SMSC Lead, form tutors and the Heads of Science and Religious Studies.

Although the PSHCE teachers, tutors and science teams will be the main teachers of sex education, when issues around sex education arise naturally as part of the study of other subjects, subject teachers will need to be involved. On occasions the teaching of apparently unrelated subjects will lead to discussions of a sexual nature. As long as this is relatively limited and within the context of the topic being studied then this will not be considered as part of the sex and relationship education program. The issues raised must be dealt with honestly but in this situation, teachers must have regard to the policy on sex education and ensure that they follow its guidance. This may be especially sensitive when students who have been withdrawn from sex education lessons are present in the class. In this case teachers need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

The table below outlines when each element of our sex education is taught to students:

Curriculum Element	Year Group	Term
Consent	8,9,10	May vary due to rotation structure.
Safe Sex/Contraception	8 and 10 currently (subject to change due to rotation structure)	Y8: May vary due to rotation structure. Y10: Summer 1
STIs and STDs	Y10	Spring 2
Sexualised Behaviour	Y9	Rotation
Pornography	Y9	Rotation
Sharing Sexual Images	Y9	Rotation
Sexual Exploitation	Y10	Summer 1
Sexual Harassment	Y11	Autumn 2

Students who are withdrawn from some parts of sex education should be provided with alternative resources. In the case of a small number, they may be able to conduct this under supervision in the Learning Resource Centre. If there are larger numbers, then it will be necessary to re-organise groups delivering PSHCE for the period of the RSE content. It is the responsibility of the PSHCE coordinator to organise these arrangements with the Assistant Headteacher overseeing PSHCE.

Parents wishing to see the RSE program, the materials used and/or the PSHCE scheme of work may do so by contacting the Headteacher. Parents can see when RSE is going to be delivered in school via the school website, where the curriculum map details the units and topics to be covered in the year in PSHCE. Parents will also be informed when RSE is going to be delivered in school to their child via the school's newsletter with an invitation to support the work being done in school by discussing issues at home.

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

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.

The program will be delivered through PSHCE lessons, plus PSHCE sessions during tutor time.

In the delivery of RSE teachers use a variety of teaching methods and resources, including:

- Discussion
- Drama and role play
- Research and presentation
- Video and PowerPoint presentations

Teachers also use other teaching methods to enable students to learn about RSE which are age appropriate, taking-into-account the developmental needs of individual students. Resources must be selected and used sensitively. Materials should be reviewed regularly with the PSHCE lead. In a program where the aim is to foster respect for a range of moral frameworks it is important to strive to use resources that are appropriate, and which meet the needs of all students. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

### **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
- Consider the level of differentiation/adaptive teaching very carefully.

### **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.

### **6.3 Dealing with Sensitive Issues**

Teachers are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his or her responsibility to follow the school's Child Protection Policy.

### **6.4 Controversial Issues**

Staff should be sensitive to different cultural and religious attitudes to sexual behaviour. It is important however, that whatever the background of students they develop a responsible attitude to sex, relationships and becoming parents. Students should also be informed of the law concerning sexual conduct.

'Controversial issues' sometimes arise in addition to the planned program of sex education when students ask questions about them. These should be answered honestly but teachers will need to use their discretion and judgement about how to deal with explicit issues raised by students.

### **6.5 Dealing with individual students**

It is important that if individual students approach teachers then the teacher listens and talks to them. In some circumstances, for example, if the teacher believes the student is distressed or in danger, then it may be appropriate to try and persuade the student to ask for help from parents or other agencies. This may involve further support from the school. It may also be necessary to inform the DSL and the Headteacher about your concerns.

If there is a risk that the teacher may be compromised in any circumstances then it would be wise to be accompanied by another, more senior teacher.

If a teacher is approached by a student for specific advice on contraception or other aspects of sexual behaviour they should talk to the student but make it clear that they cannot give advice on such matters. Wherever possible, the student should be encouraged to seek advice from his or her parents or a relevant health service professional, for example the family planning service or School Nurse.

## 6.6 Confidentiality

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998

## 6.7 Child Protection

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates concern for a student's welfare or that child abuse is taking place, the teacher is bound by law to refer that student to the DSL in school, giving a value free report of the disclosure. The DSL may wish to talk to the parents or the Social Services, or to arrange for the student to be counselled. If it is appropriate these actions should be negotiated with the student.

In cases where a teacher learns from an under 16 year old that they are having, or contemplating having sexual intercourse, the teacher will inform the DSL. They will make a judgement on appropriate action.

They will also make clear to the student that they cannot guarantee confidentiality. The teacher will ensure that the student understands that if confidentiality has to be broken they will be informed first.

## 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
- Share all external materials with parents and carers

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.

The governing board has delegated the approval of this policy to Ed Hillyard

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory 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/carers 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.

Alex Zacharek (Head of PSHCE) will lead a team of staff through the delivery of RSE.

### **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/carers have the right to withdraw their child 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.



When the Headteacher receives notification of the wish to withdraw, they will invite the parents to a meeting, at which the Headteacher or Deputy Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from RSE and placed in another class or tutor group where suitable work and supervision will be provided.

Parents will be given the DfE support pack for parents who withdraw their children for RSE as presented in the school's basic curriculum (DfE Guidance 0116/2000).

### **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.

If staff have concerns or need guidance or support in this area they should approach the PSHCE coordinator.

It is the responsibility of the Senior Teacher for Staff Development to ensure that all members of staff understand the school approach to sex education. If necessary, this should be reinforced at the Faculty level.

### **11. Monitoring arrangements**

RSE is monitored by the school's Head of PSHCE. It is this post-holders responsibility to:

- i. ensure that RSE occurs in the school's curriculum according to the schemes of work for PSHE;
- ii. monitor the use of teaching and learning styles;
- iii. monitor the use of teaching materials;
- iv. evaluate the effectiveness of the school's program.

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

This policy will be reviewed by the PSHCE Lead annually. At every review, the policy will be approved by Governing Body.

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y7	Rotation carousel	<p>Content:</p> <ul style="list-style-type: none"> <li>• Becky's Story- Family</li> <li>• Mikey's Story- Online Gaming</li> <li>• Lee-Ann's Story- Grooming</li> <li>• Harry's Story- Sexting</li> <li>• Bullying and Cyberbullying</li> <li>• Sexual and Gender Orientations</li> </ul>	
Y8	Rotation carousel	<ul style="list-style-type: none"> <li>• Content</li> <li>• Healthy Relationship</li> <li>• Negative Relationship</li> <li>• Gender Stereotypes</li> <li>• Sex and Relationships</li> <li>• What's Expected</li> <li>• Safer Sex</li> </ul>	
Y9	Rotation carousel	<ul style="list-style-type: none"> <li>• Content:</li> <li>• Sexualised Behaviour</li> <li>• Sharing Sexual Images</li> <li>• Consent</li> <li>• FGM</li> <li>• Forced Marriage</li> <li>• Pornography</li> </ul>	



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

Topic – please ensure that your PSHE Scheme of Work has considered all the following points	Is it covered in our Scheme?	Where?
<b>Family Relationships</b>		
What are the different types of relationships that people are involved in? Family, partner, friendship, colleague etc.	Yes	It's Not Okay/Gender and Sexual Orientations (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10) Consent (Y10/11)
How healthy relationships are beneficial for good physical and mental health.	Yes	Forming Positive Relationships (Y7) Healthy/Negative Relationships (Y8) Consent (Y9) Negative Relationships (Y10)
How healthy relationships can be a solid foundation for raising children.	Yes	It's Not Okay (Y7)
How healthy families protect and care for all generations (Include young carers and other types multi-generational care at this point).		It's Not Okay (Y7)
What is marriage? What are the legal benefits of being married?	Yes	Forced Marriage (Y9) Healthy Relationships (Y8)
Why do many couples choose to get married?	Yes	Healthy Relationships (Y8) Forced Marriage (Y9)
Why some choose not to marry, other options and the legal characteristics of	Yes	Sexual and Gender Orientations (Y7)

these e.g., civil partnership.		Healthy Relationships (Y7/8) Forced Marriage (Y9)
How does a legal marriage differ from co-habitation or e.g., taking part in an unregistered religious marriage?	Yes	Forced Marriage (Y9)
Why it is important marriage is a free choice. (Explain that forced marriage is illegal in this country and places for support and help in relation to this)	Yes	Y9-11 Relationships (Marriage Laws/Forced Marriage)
The roles and responsibilities of parents.	Yes	Healthy/Unhealthy Relationships (Y8-10)
What makes a successful parent?	Yes	Forming Positive Relationships (Y7) It's Not Okay- Family (Y7) Healthy Relationships (Y7-9)
How to judge others and sources of information as trustworthy and safe.	Yes	Discrimination (Y11) Gender Stereotypes (Y8-9) Extremism/Manipulation (Y10)
How to seek help and support and report concerns, if they feel unsafe and how to keep asking if they feel they are not heard.	Yes	Relationships based lessons (Y7-11)
<b>Respectful Relationships including friendship</b>		
What are the qualities associated with a respectful relationship? This includes	Yes	It's Not Okay (Y7) Healthy/Negative Relationships (Y8)

non-sexual relationships including those online.		Online Relationships (Y9) Negative Relationships (Y10)
The role of mutual trust, honesty, kindness and generosity in respectful relationships.	Yes	It's Not Okay (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
That all relationships should have appropriate boundaries, involve consent and be respectful of privacy.	Yes	Forming Positive Relationships (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
How to manage relationships conflict, resolution or the respectful ending of a relationship.	Yes	Bullying (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
Where to find help and support, plus practical strategies they can use if they are facing difficulties within a relationship.	Yes	It's Not Okay (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
Why the use of stereotypes, especially those related to sex, gender, sexual orientation, race, religion or disability can cause damage to individuals and to society in large.	Yes	Gender and Sexual Orientations (Y7)  Gender Stereotypes (Y9)  Prejudice and Discrimination (Y11)
How stereotypes can normalise unacceptable (e.g., non-consensual) behaviours and create further prejudice.	Yes	Gender Stereotypes (Y9)  Bullying (Y10)  Prejudice and Discrimination (Y11)
Why respect for others and their beliefs is important in modern society.	Yes	Gender Stereotypes (Y9)

		Prejudice and Discrimination (Y11)
Why we should have respect for the law and people in positions of authority. <i>(We would also include the right to challenge the law and those in authority through legal and peaceful means.)</i>	Yes	Government (Y10) Rights and Responsibilities (Y8)
The different types of bullying including cyber bullying and the impact of this behaviour.	Yes	Bullying and Cyberbullying (Y7) Social Media Skills (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
The responsibilities of bystanders to bullying	Yes	Bullying and Cyberbullying (Y7) Bullying (Y10)
How to report bullying within your school and generally.	Yes	Bullying and Cyberbullying (Y7) Bullying (Y10)
Behaviours within relationships that are criminal e.g., violent behaviour or coercive control.	Yes	Negative Relationships (Y8/Y10) Violence Against Women/Sexual Harassment (Y11)
What is Sexual Violence and Sexual Harassment and why it is never acceptable.	Yes	Sexualised Behaviour (Y9) Relationship Abuse/Consent (Y10) Violence Against Women/Sexual Harassment/Consent (Y11)
The fact that the Equality Act 2010 outlines our legal responsibilities to ensure equality for all, especially for	Yes	Discrimination/Sexual Orientation (Y7) Prejudice and Stereotypes/Diversity/Discrimination (Y11)

those with protected characteristics.		
<b>Online and Media</b>		
The rights and responsibilities of being online.	Yes	It's Not Okay (Y7) Social Media Skills(Y8) Digital Resilience (Y9) E-Safety (Y10)
That your behaviour online should reflect the standards of behaviour that you would conduct yourself by in the real world.	Yes	It's Not Okay (Y7) Social Media Skills (Y8) Digital Resilience (Y9) E-Safety (Y10)
Online risks, particularly in relation to their digital footprint.	Yes	It's Not Okay (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
The difficulty of removing potentially harmful or compromising material once it has been shared online.	Yes	Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
The need to ensure that they do not share personal information online with others, nor should they share information or material about other people which has been sent to them.	Yes	Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
Where to get help and support to report material seen online or manage issues arising as a result.	Yes	Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
The impact of viewing harmful material for the viewer, those in relationships with the viewer, both current and	Yes	Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience/Pornography/Sharing Sexual Images (Y9)



future, and wider society.		E-Safety/Sharing Sexual Images (Y10) Pornography (Y11)
That the viewing of pornography can distort perceptions of a healthy sexual relationship for current and future partners.	Yes	Pornography/Sharing Sexual Images (Y9) Sharing Sexual Images/Sexting (Y10) Pornography (Y11)
That these distorted perceptions can affect how people view themselves, their position in the world and their behaviour towards sexual partners.		Pornography/Sharing Sexual Images (Y9) Sharing Sexual Images/Sexting (Y10) Sexual Harassment/Violence Towards Women (Y11)
That no child under 18 can consent to the creation of an indecent image. Any indecent image of a child under 18 is against the law.	Yes	Consent (Y9/Y10/Y11) Laws Around Sex (Y10) Sharing Sexual Images (Y9/10)
That viewing or sharing indecent images of children, including that created by the child themselves, is against the law and carries severe penalties including imprisonment.	Yes	Consent (Y9/Y10/Y11) Laws Around Sex (Y10) Sharing Sexual Images (Y9/10)
How information and data is generated, collected, shared and used online.		Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
How information seen on line should be verified from legitimate sources before being understood as truth.		Online Gaming (Y7) Social Media Smart (Y8) Online Stress/Online Relationships/Digital Resilience (Y9) E-Safety (Y10)
<b>Being Safe</b>		

The law in relation to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape and domestic abuse.	Yes	Consent (Y9/Y10/Y11) Sexual Exploitation (Y9) Laws Around Sex (Y10) Negative Relationships (Y8/Y10) Relationship Abuse (Y10) Sexual Harassment (Y11) Grooming (Y7)
The impact of the above on current and future relationships.		Consent (Y9/Y10/Y11) Sexual Exploitation (Y9) Laws Around Sex (Y10) Negative Relationships (Y8/Y10) Relationship Abuse (Y10) Sexual Harassment (Y11) Grooming (Y7)
Sources of help and support for the above issues both in school and externally.		Consent (Y9/Y10/Y11) Sexual Exploitation (Y9) Laws Around Sex (Y10) Negative Relationships (Y8/Y10) Relationship Abuse (Y10) Sexual Harassment (Y11) Grooming (Y7)
What is Forced Marriage, Honour Based Violence and FGM. That they are illegal in the UK and where to get help and support.	Yes	Forced Marriage (Y9) FGM (Y9/Y10)
How to communicate consent and recognise consent (including in sexual relationships) in others.	Yes	Consent (Y9/Y10/Y11)

Understanding how and when consent can be withdrawn (in all contexts, including online).	Yes	Consent (Y9/Y10/Y11)
<b>Intimate and Sexual Relationships, including Sexual health</b>		
What a healthy one-to-one sexual relationship looks like.	Yes	Safe Sex (Y8) Consent (Y9/Y10/y11) Laws Around Sex (Y10)
The role of mutual trust, respect and loyalty within intimate relationships	Yes	Healthy Relationships (Y7-9) Relationship Abuse (Y10)
The benefits of having friendship and shared interests within an intimate relationship.	Yes	Forming Positive Relationships (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
How choices in relation to intimate relationships can impact positively and negatively on physical, mental and emotional health.	Yes	Forming Positive Relationships (Y7) Healthy/Negative Relationships (Y8) Online Relationships (Y9) Negative Relationships (Y10)
Reproductive health and the impact of lifestyle on this.	Yes	Puberty/Changing Body/ Emotional Health (Y7)
Puberty, menstruation and menopause.	Yes	Puberty/Changing Body/ Emotional Health (Y7)
The importance of consent, when consent can and cannot be given etc.	Yes	Consent (Y9/Y10/y11) Laws Around Sex (Y10)
The reasons why you may want to delay sexual activity and strategies about how to do this.	Yes	Safe Sex (Y8) Consent (Y9/Y10/y11) Laws Around Sex/STIs and Sexual Health (Y10)

Why you should not put pressure on others to engage in sexual activity.	Yes	Safe Sex/Healthy Relationships (Y8) Consent (Y9/Y10/y11) Laws Around Sex (Y10)
The different contraceptive choices that are available, their effectiveness and potential side effects.	Yes	Introduction to Sexual Health (Y7)  Safe Sex (Y8)  Laws around sex/Safe Sex/STIs and Sexual Health (Y10)
Facts about Pregnancy and miscarriage	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8) Laws around sex (Y10)  Pregnancy and Miscarriage (Y10/11)
The choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption and abortion.)	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8) Laws around sex (Y10)  Adoption/Pregnancy and Miscarriage (Y10/11)  Abortion (Y10)
Where to seek help if you or your partner suspects that they are or is pregnant.	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8) Laws around sex (Y10)  Pregnancy and Miscarriage/NHS (Y10/11)
The prevalence, signs and symptoms of sexually transmitted infections (STIs) and how they are transmitted. (Including HIV)	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8/10) Laws around sex/ STIs and Sexual Health (Y10)
How STIs can be treated.	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8/10) Laws around sex/STIs and Sexual Health (Y10)

How to reduce the risk of STIs, including use of condoms.	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8/10) Laws around sex/ STIs and Sexual Health (Y10)
How the use of alcohol and/or drugs may increase the likelihood of sexually risky behaviour.	Yes	Consent (Y9-11) Alcohol (Y8/9) Drug Awareness (Y9/10_
The importance of testing and where to seek confidential support and treatment outside of school.	Yes	Introduction to Sexual Health (Y7) Safe Sex (Y8) Laws around sex/STIs and Sexual Health (Y10)
<b>Physical Wellbeing</b>		
The link between physical and mental wellbeing e.g., how physical activity can promote wellbeing by for example reducing stress	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The importance of aiming for a healthy lifestyle in reducing the likelihood of illness.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
Where to seek help and support with healthy lifestyles.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The importance of a healthy balanced diet and maintaining a healthy weight.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The importance of regular and appropriate levels of sleep.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The importance of taking care in the sun, and how to protect yourself	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy

against skin cancer.		Active Lifestyle (Y7-11)
The science relating to blood, organ and stem cell donation.		Blood Donations (Y10/11)
First Aid – basic treatment for wounds		First Aid (Y7-9)
First Aid – CPR (over 12s only).		First Aid (Y7-9)
First Aid – what a defibrillator is and when it might be used.		First Aid (Y7-9)
<b>Mental Wellbeing</b>		
Vocabulary which will help pupils to discuss emotions and feelings in an accurate and sensitive manner.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
Common types of mental health problems e.g., anxiety, depression and the signs and symptoms of these.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
Recognising the early signs of mental ill health in themselves and others	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
Understanding the impact that their actions have on their own and other mental wellbeing.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The link between physical and mental wellbeing and the benefits exercise and spending time outside can have on mental wellbeing.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The link between feeling well connected to others and mental wellbeing.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy

		Active Lifestyle (Y7-11)
The role of community links, voluntary work and service-based activities in promoting good mental health.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
The importance of asking for support if they have concerns about their own or someone else's mental health.	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
Who to speak to if they are worried about their own, or someone else's mental health	Yes	Mental Health/Managing Anxiety/Coping Strategies/Emotional Health/Reframing Negative Thinking/Healthy Eating/Healthy Active Lifestyle (Y7-11)
<b>Internet Safety and Harms</b>		
The similarities and differences between the online and offline physical world.	Yes	Online Gaming/Grooming (Y7) Social Media Smart (Y8) Safer Online Relationships/Online Stress/Digital Resilience (Y9) Sexting (Y10)
Understand that people manipulate the reality presented on social media to show themselves and their lives in a constantly positive way.	Yes	Online Gaming/Grooming (Y7) Social Media Smart (Y8) Safer Online Relationships (Y9) Sexting (Y10)
Dangers for mental wellbeing of comparisons with others online e.g., body image	Yes	Online Gaming/Grooming (Y7) Social Media Smart/Body Image (Y8) Safer Online Relationships (Y9)
The dangers associated with online gambling.	Yes	Gambling Awareness (Y10)
Understanding how information and	Yes	Gambling Awareness/Extremism/Manipulation (Y10)

advertising is targeted at them		
That critical analysis of information and advertising should be a regular part of being online.	Yes	Social Media Smart/Advertising and Effectiveness/Cookies (Y8) Extremism/Manipulation (Y10)
How to report bullying, abuse of harassment.	Yes	Online Gaming/Grooming (Y7) Social Media Smart (Y8) Safer Online Relationships/Online Stress/Digital Resilience (Y9)
Where to find support if they have been a victim of online bullying, abuse or harassment.	Yes	Online Gaming/Grooming (Y7) Social Media Smart (Y8) Safer Online Relationships/Online Stress/Digital Resilience (Y9)
<b>Drugs, Alcohol and Tobacco</b>		
Facts about illegal drugs, alcohol, tobacco. *	Yes	Alcohol/Smoking (Y8) Substance Abuse (Y9) Drug Awareness/Drugs and the law/Cigarettes and Alcohol (Y10)
The law in relation to possession and supply of illegal drugs.	Yes	Substance Abuse (Y9) Drug Awareness/Drugs and the law (Y10)
The effects of drug, alcohol and tobacco use and physical and psychological risks associated with the short and long term of using these, including addiction and dependency.	Yes	Alcohol/Smoking (Y8) Substance Abuse (Y9) Drug Awareness/Drugs and the law/Cigarettes and Alcohol (Y10)
The link between drug and alcohol dependency and poor mental health and wellbeing.	Yes	Alcohol/Smoking (Y8) Substance Abuse (Y9) Drug Awareness/Drugs and the law/Cigarettes and Alcohol (Y10)
Appropriate low risk use of alcohol in adulthood.	Yes	Alcohol (Y8) Cigarettes and Alcohol (Y10)



The dangers associated with long term or inappropriate prescription drug use.	Yes	Substance Abuse (Y9) Drug Awareness/Drugs and the law (Y10)
Where to seek help and support with ceasing use of the above.	Yes	Substance Abuse (Y9) Drug Awareness/Drugs and the law (Y10)

**Appendix 3: Parent/carer form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	