Brookes UK

Relationships and Sex Education (RSE) Policy

This policy is approved for publication by: **Natalie Taylor**

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Introduction

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinators working with the Principal and Senior Leaders.. We have based our school's relationships and sex education policy on the statutory guidance document *"Relationships and Sex Education (RSE) and Health Education"* (DfE, 2019) https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education and the PSHE Association's supplementary guidance *"Writing your school's relationships and sex education (RSE) policy"* (PSHE Association, September 2018). https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: *"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.... "*

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the 'RSE Curriculum' section. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Aims

Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of relationships and sex education (RSE) at Brookes UK are to:

- enable pupils to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe;

- support pupils to develop self-respect, confidence and empathy;

- 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;

- teach pupils the correct vocabulary to describe themselves and their bodies.

Teaching will be age appropriate and will respect the diversity of families and faith in our community

RSE is not about the promotion of sexual activity.

Policy development

This policy has been developed in partnership with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and sex education programme. The policy development process involves the following steps:

1. **Review** – a working group pulled together all relevant information including national guidance

2. **Staff feedback** – all school staff were given the opportunity to look at the policy and make recommendations

3. **Parent/stakeholder feedback** – parents and interested parties were invited to work with us on the development of the policy. This took the form of sharing the policy and inviting feedback on it.

4. **Pupil feedback** – we investigated what exactly pupils want from their RSE by meeting with the student council to discuss the changes to the RSE programme

5. **Ratification** – once amendments are made, the policy will be shared with governors and ratified

Statutory requirements

From September 2020, all primary-aged pupils must be taught relationships and health education and all secondary- aged pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum for primary and secondary aged pupils can be found in Appendix A.

Links to other policies and curriculum subjects

For primary aged pupils the science curriculum includes teaching about animals, including humans, which have offspring which grow into adults; life cycles and life processes in plants and animals to include reproduction; growth and development of humans from birth to old age including puberty and gestation periods of animals and humans. Whilst for secondary aged pupils it includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health.

The curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

There continues to be no right of withdrawal from any part of the school curriculum except for RE and sex education.

- Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in primary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16.
- At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary.

The content of relationships education is supported by our;

- Inclusion and SEND policy
- SMSC policy
- Cyber Security (E-safety)
- Mental Health Policy
- British values
- Equality of opportunity and accessibility
- Child protection and safeguarding policy

Delivery of RSE

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010.
https://www.legislation.gov.uk/ukpga/2010/15/contents Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills

- Forming positive relationships including self-respect as well as respect and empathy for others

- Recognising and assessing potential risks

- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school.

Delivery for Primary aged pupils

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the "Changing Me" unit in the summer term.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 3);

- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Year 4);

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (Year 5);

- how a baby develops in the womb and how babies are born (Year 6).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to senior school and also support their personal and social development as they grow into young adults. Parents have a right to withdraw their children from these additional non-statutory sex education lessons – see details in section **Parent's right to withdraw**.

Delivery for Secondary aged pupils

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section **Parents' right to withdraw**.

Teaching and learning strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.

- Everyone gets a turn - if they want one.

- Respect everybody's contribution.

- No personal information - no names.

- No personal questions.

- No making fun.

- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.

- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.

- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know…" rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE leads and senior leadership team on these matters as required.

Managing Difficult Questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class

- clarify that personal questions should not be asked

- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Roles and responsibilities

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 7). The Principal is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

Staff

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds

- Modelling positive attitudes to RSE, as with any other subject

- Monitoring children's learning in order to ensure they make progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with the PSHE/RSE lead.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

The role of parents / Parents' right to withdraw

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and cooperation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;

- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;

- Answer any questions that parents may have about RSE for their child;

- Take seriously any issues or concerns that parents raise. We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils.

For primary aged pupils parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science.

For secondary aged pupils parents have the right to withdraw their child from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health.

 Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's file. The Principal will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

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 head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Recording, Assessment and Monitoring arrangements

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding

The delivery of RSE is monitored by a member of the senior leadership team and the PSHE leads through non-exhaustive planning scrutinies, learning walks, pupil voice etc.

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

This policy will be reviewed and ratified by a member of the senior leadership team and the chair of the behaviour and attitudes committee at least annually. At every review, the policy will then be approved by the Principal.

Appendix 1

A summary of the key objectives of the statutory Relationships Education Curriculum - primary aged pupils

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness.

- 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 those in positions of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people may behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

- where to get advice e.g. family, school and/or other sources.

A summary of the key objectives of the statutory Relationships Education Curriculum - secondary aged pupils

Families

- There are different types of committed, stable relationships

- How these relationships contribute to happiness and their importance for bringing up children

- What marriage is, including its legal status compared to other types of long-term relationships

- Why marriage is an important relationship choice for many couples and why it must be entered into freely

- The characteristics and legal status of other types of long-term relationships

- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe and, how to seek help or advice, including reporting concerns about others

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual)relationships
- Practical steps for a range of 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)
- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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
- Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online

- 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

- What to do and where to get support to report material or manage issues online

- 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

- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

- How information and data is generated, collected, shared and used online

Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM

- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships

- All aspects of health can be affected by choices related to sex and relationships, positively or negatively

- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility

- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others

- Young people have a choice to delay sex or to enjoy intimacy without sex

- Facts about the full range of contraceptive choices, efficacy and options available • Facts around pregnancy including miscarriage

- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)

- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment

- How the use of alcohol and drugs can lead to risky sexual behaviour

- Sources of advice, including how to access confidential sexual health advice and treatment

Appendix 2 - Lower School Curriculum Map

	Autumn Relationships			Spring Living in the wider world			Summer Health & Wellbeing		
	Families & friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy & digital resilience**	**Money and work**	**Physical health & mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful boundaries; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussion topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 3 - Senior School Curriculum Map

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Work experience** Preparation for and evaluation of work experience and readiness for work
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix 4
Sex Education with RSE - Parent/Carer Withdrawal Request Form

Sex Education with RSE - Parent/Carer Withdrawal Request Form

To be completed by Parent/Carer

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/Carer Signature	

To be completed by the school	
Agreed actions from discussions with Parents/Carers	