

Relationships and Sex Education Policy

September 2020



ARCHBISHOP
SENTAMU
ACADEMY

Church of England

Approved by: Archbishop Sentamu Academy Local Governing Committee
on: 21 September 2020

Last reviewed on: September 2020

Next review due: September 2021

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Archbishop Sentamu Academy

Christian Vision

To lead the best life possible.

Our distinctively Christian vision is that everyone will be able **To lead the best life possible**, now and in the future. It is underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness.*

This promise of life in all its fullness is lived out through our academy values of:

Respect

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

Community

Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

Courage

Rooted in the Parable of the Lost Son, our academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

Wisdom

Rooted in the Parable of the Wise and Foolish Builders, our academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE) I

In Archbishop Sentamu Academy we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

I. 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
- Reflect our Christian ethos by teaching about how good, healthy relationships of all kinds, including sexual relationships, are crucial to young people being able to lead happy, fulfilled lives within the context of a Christian purpose for living.

2. Relationships and Sex Education in a Church of England academy

One of our abiding philosophies as a Church of England Academy is that we deliver a programme of personal, social, health and economic education which is grounded securely in Christian teachings. We do this for our students whether or not they identify as Christian. Our Relationships and Sex Education programme sits firmly within this framework, as we seek to enable all our young people to ‘live life to its fullest’ (John 10:10)

<p style="text-align: center;">Wisdom</p> <p><i>Growing in relational wisdom, love and compassion - as Jesus grew in wisdom.</i></p>	<p style="text-align: center;">Hope</p> <p><i>Hope in God’s future for the world. Offering forgiveness, overcoming suffering and the possibility of redemption and new life.</i></p>	<p style="text-align: center;">Dignity</p> <p><i>All are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied fulfilled human lives. God looks not on appearance but on the human heart.</i></p>	<p style="text-align: center;">Community</p> <p><i>“Love your neighbour as yourself”. Jesus embodied the centrality of relationships - through which we learn who we are as gifted and loved individuals and our responsibility towards others.</i></p>
<p>Pupils can be taught about the complexity of human relationships and the need to seek wisdom and reflect on experience in order to navigate themselves through the pitfalls and possibilities of this aspect of life. Encouraged to have their eyes open to ways in which they might be “played”, and their hearts open to give and receive the love and compassion that makes for a joyful and fulfilled life.</p>	<p>Pupils have the hope of knowing that they might grow the security and support of long term relationships as a bedrock of life-giving mutual love and shared endeavour. They learn to cultivate delight in others and to seek their flourishing.</p>	<p>Pupils are encouraged to grow in self esteem as uniquely created people made in God’s image. They grow to enjoy being embodied within their skin. They value the gift of themselves, to themselves and to others. They know how to care for, and protect themselves from harm.</p>	<p>Pupils are invited to grow to understand the unique worth of everyone, all of whom are made in the image of God. In personal relationships they should never seek to exploit someone else or use them as if they are a commodity or an object. The other is always a “Thou” and not an “IT”. They should seek to build up others as they would wish to be</p>

			nurtured themselves.
Pupils are called into a wisdom that recognises their own frailties and weaknesses and that of others. They can perceive the joys and woes that can follow passion. They can understand that all human relationships are spiritual and know the possibility of the strength and comfort that can come through “travelling” over years within fidelity.	Pupils might be offered the hope of understanding forgiveness and reconciliation as tools for healthy honest relationships. They might be offered the hope that even when things go wrong that there is always the possibility of a new beginning. That when times are hard that there is a Love to carry them through.		Pupils are allowed to falter, to get things wrong and try again as they work out how to be in relationship with themselves and others. They can consider the impact of selfish behaviour on others and be offered the pattern of the rule of love. This brings the possibility of repentance, forgiveness and reconciliation.
Pupils can be taught about the complexity of human relationships and the need to seek wisdom and reflect on experience in order to navigate themselves through the pitfalls and possibilities of this aspect of life. Encouraged to have their eyes open to ways in which they might be “played”, and their hearts open to give and receive the love and compassion that makes for a joyful and fulfilled life.			Christian belief in the Trinity has at its heart an invitation into relationship. Within a loving, hospitable community pupils can experience and see modelled caring relationships in which they both bless others and receive blessing. They learn what it means to be a member of the “family of the school”. They are encouraged to carefully notice and honour one another’s needs and differences.

3. 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 Archbishop Sentamu Academy we teach RSE as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

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

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. 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.

6. Curriculum

Our curriculum is set out as per Appendix I 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.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of the Jigsaw curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 (including child sexual exploitation, CSE)
- Online and media
- Being safe (including FGM and CSE)
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices I 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, 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). Such learning also takes into account our Christian distinctiveness as an academy that seeks not to define what a 'normal' family in 21st

century Britain should look like, but rather to emphasise that the most productive context for intimate sexual relationships is within a stable, loving family.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from some components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the some 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 Head of PSHE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-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 Principal.

A copy of withdrawal requests will be placed in the pupil's educational record.

If a parent/carer wishes to withdraw their child from the sex element of RSE, the head will discuss this with the parent and the child and document this.

Except in exceptional circumstances, the head will respect the parents' request to withdraw the child, but will make clear to the parent/carer the following:

-the possible consequences to the child's development of preventing them from taking part in this aspect of their personal development education

-the fact that once the child is three terms before they reach their 16th birthday (that is, when they are in year 10) the child only will be consulted about whether they wish to resume taking part in formal sexual education lessons as part of their PSHE lessons.

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 for PSHE.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Head of PSHE, Sarah Hossack through:

- QA procedures for monitoring the effective implementation of Academy policies on Teaching, Learning and Assessment, and Marking and Feedback
- regular learning walks
- interviews with pupils in all year groups

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

This policy will be reviewed by Sarah Hossack (Head of PSHE) on an annual basis. At every review, the policy will be approved by the local governing committee (LGC).

Appendix I: Curriculum map

Relationships and sex education curriculum map

Jigsaw RSE Content

The grid below shows sex education lessons and learning intentions for each year group.

Year 7

Puzzle	Piece No.	Learning Intentions
Changing Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the changes that happen during puberty • Recognise that people develop at different rates during puberty • Know that practices such as Female genital mutilation and breast ironing are forms of abuse • Know where to access help and support if I am worried or concerned about puberty and/or abuse.
Changing Me	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know how a baby is conceived naturally • Know there are other ways a baby can be conceived e.g. IVF • Understand how a baby develops inside the uterus and is born • Know there are different choices people can make about conception, pregnancy and having a baby • Appreciate that a baby comes with responsibilities
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that there are different types of committed stable relationships and that some people may choose to have children or not. • Make links between positive, healthy family relationships and effective parenting • Identify some of the roles and responsibilities of being a parent.

Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know that the media can have a positive or negative impact on a person's self-esteem or body image • Know where to go for help if I am worried about my body image or self-esteem.
Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Know some of the changes in my brain during puberty • Understand some of the emotional changes during puberty • Know where to access support if I am worried about adolescence.
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes. • Tell you a range of changes that are happening to me that are preparing me for adulthood

Year 8

Puzzle	Piece No.	Learning Intentions
Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand what is meant by control, power balance and coercion in a relationship
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Define what is meant by personal space and how this varies across my relationships both online and offline • Discuss how personal space differs across different cultures
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand the range of feelings associated with attraction • Know where to get information to safely explore feelings about sexuality • Understand the range of feelings associated with attraction • Recognise that attraction towards others takes many forms and can change over time • Know where to get information to safely explore feelings about sexuality
Changing Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Recognise the role of pornography in society • Understand that pornographic images do not reflect reality, that specific sexually explicit material e.g pornography presents a distorted picture of sexual behaviours • Understand that pornography can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • Describe the negative influence pornography can have on relationships • Discuss how pornography can impact on expectations and self-image

Changing Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● List some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex ● Know what the law says in relation to sex and alcohol ● Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol
Changing Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Summarise behaviours and attitudes that could make a relationship healthy or unhealthy ● Explain some risks associated with pornography or alcohol use in relation to relationships

Year 9

Puzzle	Piece No.	Learning Intentions
Relationships	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship ● Understand the features of positive, stable, intimate relationships
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand that I have a choice in many situations, including when I want to say no ● Know and can use some assertiveness skills to help me manage a range of circumstances ● Understand that consent is a vital feature of a sexual relationship ● Know about sex and the law
Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand that pornography and some media images give a false impression of sex and sexual relationships ● Challenge stereotypical ideas of 'ideal' males and females ● Know about sex and the law as applied to online and social media ● Be reassured that my adolescence is normal for me

Relationships	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Know about the different contraception methods available ● Know that contraception is important for sexual health as well as preventing a pregnancy ● Know that communication and negotiation about contraception use is important ● Understand that information and facts are vital in making an informed choice about contraception if and when needed ● Know how to access advice and information about sexual health ● Know about sex and the law ● Know how to access advice and information about sexual health ● Know about sex and the law
Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand there could be consequences for people who choose to have unprotected sex ● Know about different sexually transmitted infections ● Know about sexual health clinics and how to access help and support if I have unprotected sex ● Know some of the options available if I have unprotected sex
Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Identify some of the choices and consequences about starting and intimate /sexual relationship ● Understand that choice and respect underpin safe and healthy intimate relationships ● Consider the risks and consequences of becoming sexually active

Year 10

Puzzle	Piece No.	Learning Intentions
Celebrating Difference	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Identify the misuse of power in relationships • Give examples of the physical and mental consequences of misuse of power in relationships • List sources of support for individuals experiencing ill-treatment by others
Celebrating Difference	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Understand how equality and inequality can affect relationships • Recognise some of the ways in which aspects of health can impact on life chances, particularly education • Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences
Dreams and Goals	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> • Identify the connections between physical health and achieving my goals • Understand the impact that poor mental health can have on my goals • Consider some steps I could take to ensure my health supports me with my goals

Healthy Me	1	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand how my lifestyle choices can affect my health ● Understand the key factors that impact health ● Suggest actions I could take to maintain or improve my current health ● Describe how sexual health can be maintained, including immunisation, self-examination, barrier methods of contraception, personal hygiene, waxing and shaving, blood-borne infection. Intimacy without sex. ● Know where to access information and support in relation to health including sexual health
Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Summarise some of the risks associated with substance use and the laws relating to these ● Describe how people who are sexually active can keep themselves safe from STIs ● Express why some people choose to use different substances and my own thinking relating to such choices
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand the relationship life-cycle ● Understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices ● Explain how a range of relationships can be ended including romantic relationships ● Understand the consequences of ending relationships including; bullying, revenge pornography, depression, the grief process and how to manage this ● List sources of help and support for when relationships end including bereavement and divorce, family separation

Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand the benefits of healthy relationships ● Discuss the physical and mental benefits of connectedness ● Assess the impact healthy relationships can have on children ● Evaluate my own role in a range of relationships ● Critically evaluate the role of love in relationships ● List strategies to cope with difficult relationships
Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● List the health benefits that positive relationships can provide ● Understand the physical and mental impact of unhealthy relationships ● Discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships ● Understand how coercion can feature in a range of relationships ● Describe examples of legislation associated with coercion, exploitation and abuse in relationships ● Know the support available when relationships are unsafe
Changing Me	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand the range of relationship changes that individuals can experience, including with self. ● Identify the change that some people may experience in relation to sexual identity and gender ● Understand spectrum of sexuality and gender including appropriate vocabulary ● Discuss the reality and myths surrounding sexual identity and gender ● Describe where to find help and support around sexual identity and gender

Year 11

Puzzle	Piece No.	Learning Intentions
Being Me in My World	1	By the end of this session I will be able to: <ul style="list-style-type: none"> • State what 'being an adult' means to me • Give some examples of legislation that affects me at 16
Being Me in My World	2	By the end of this session I will be able to: <ul style="list-style-type: none"> • Give examples of legislation that relates to sex and relationships • Know about the legal status of different relationships e.g marriage, civil partnership, cohabitation • Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this
Healthy Me	2	By the end of this session I will be able to: <ul style="list-style-type: none"> • Tell you ways to look after my sexual health. This includes: • Self-examination • Personal hygiene routines • Information about sexually-transmitted infections • How STIs are treated and where to access advice and treatment • Methods of prevention of contracting STIs including safe sex • Where to access sexual health advice and support • Having knowledge of the treatment available for STIs
Healthy Me	3	By the end of this session I will be able to: <ul style="list-style-type: none"> • Understand the influences that inform decision making with regard to sexual relationships. • Know some strategies to help manage sexual pressure • Understand what consent is in relation to sexual relationships

Healthy Me	4	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand the choices available in relation to contraception and pregnancy ● Know key facts about fertility and pregnancy ● Tell you how a person's fertility could be impacted by lifestyle choices ● Explain some of the contraceptive choices available and about their efficacy ● Explain about the choices with pregnancy e.g. keeping the baby, adoption, abortion ● Discern between some myths and facts about pregnancy ● Understand the facts about pregnancy including miscarriage ● Know how to access confidential advice about sexual and reproductive health
Healthy Me	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Understand the range of risks to physical and mental health associated with unhealthy sexual relationship ● Know some things I can do to avoid high risk situations in relation to sex
Healthy Me	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Tell you why sexual and reproductive health is important ● Suggest ways I can look after my sexual and reproductive health ● Suggest ways to manage healthy and safe intimate relationships ● Summarise ways people can stay healthy when they are sexually active ● Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health
Relationships	2	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Explain there is a spectrum of gender and sexuality ● Know that sexuality is different from gender diversity ● Know that for some people, gender identity and sexuality is fluid and for others it is fixed ● Know that LGBTQ people are protected by law and have some equal rights ● Know how to access support if worried about sexuality or gender issues

Relationships	3	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Empathise that ‘coming out’ can be challenging for some LGBTQ people and it is up to them to choose the right time for this ● Understand that the media often shows stereotypical LGBTQ people and relationships, and within this community there is diversity which may not always be represented in what we see ● Know that being LGBTQ is different for each individual and there is no ‘normal’ way of being or expressing being LGBTQ ● Know how to access support and advice about LGBTQ issues
Relationships	5	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Explain why honour-based violence and forced marriage is unacceptable and illegal ● Give examples of honour-based violence ● Know what FGM and breast ironing is, and why it is illegal ● Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal ● Know how to report honour-based crimes or hate crime against LGBTQ+ people
Relationships	6	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● can consider how power in relationships can affect people ● I understand issues relating to inclusion, equality and violations of human rights

Year 12/13

Keeping Safe	Travel Safety	By the end of this session I will be able to: <ul style="list-style-type: none"> Effectively appraise a range of travel situations to assess their safety or otherwise Be aware of my responsibilities as a traveller.
Keeping Safe	First Aid and emergencies	By the end of this session I will be able to: <ul style="list-style-type: none"> Be decisive in emergency situations and take the appropriate steps to mitigate risk to myself and others.
Keeping Safe	Relationship and personal safety	By the end of this session I will be able to: <ul style="list-style-type: none"> Assess my relationships and take steps to ensure my safety and privacy particularly when meeting new people. Recognise a range of situations that indicate lack of safety in relationships and am aware of sources of support.
Keeping Safe	Lifestyle choice and personal safety	By the end of this session I will be able to: <ul style="list-style-type: none"> Aware of the effects of substances on myself and others and can take steps to minimise harm in the short and long term. Critically reflect on behaviour that appears extreme and take appropriate action to protect myself and/or others.
Online life and Media	Body image and the media	By the end of this session I will be able to: <ul style="list-style-type: none"> Understand and question the impact of body image as portrayed by social media on myself and others. Critically appraise the issues in relation to body enhancement procedures including mental health considerations
Online life and Media	Online world, positive and negative	By the end of this session I will be able to: <ul style="list-style-type: none"> Challenge the accuracy of online content, and decisively set my own privacy settings. Be insightful to the online content that will help me build a positive, professional profile. Critically reflect on the manipulation, bias and propaganda associated with
Online life and Media	Gaming and gambling	By the end of this session I will be able to: <ul style="list-style-type: none"> Discuss and appraise the positive and harmful aspects of gaming and gambling. I can recommend sources of support for those adversely affected by gaming or gambling.
Health and Fitness	Health responsibilities	By the end of this session I will be able to: <ul style="list-style-type: none"> Be aware of my own health and the actions I should

		<p>take to monitor my health and reduce the risk of ill health</p> <ul style="list-style-type: none"> ● Be aware of health services and how to register with them
Health and Fitness	Keeping healthy	<p>By the end of session I will be able to:</p> <ul style="list-style-type: none"> ● Critically appraise health information from a range of media. ● Be aware of the illnesses that are more prevalent in young people and can take steps to minimise harm to myself and others from these. ● Know the components of a healthy diet and how I can maintain this on a budget.
Health and Fitness	20 keep fit ideas	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Set goals to keep physically fit and know of many ways to do this.
Emotional and Mental Health	Common mental health problems and strategies to help	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Be insightful to the range of mental health issues individuals may encounter and can analyse and evaluate a range of strategies to manage these. ● Be self-aware of my own mental health and can prioritise support strategies as appropriate. ● Sensitively discuss the impact of suicide and hypothesise on why young men are a high risk group in relation to suicide.
Emotional and Mental Health	Managing change	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Articulate my hopes and fears about the changes I am likely to encounter and set goals for managing the changes I am likely to experience ● Infer from past changes I've experienced how I might manage future changes and plan accordingly.
Future choices and money	Work/life balance	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Be aware of the importance of maintaining a work/life balance and can apply strategies to my own life to do this. ● Critically appraise the benefits and potential harms of taking a year out and can adapt my plans as required.
Future choices and money	Goal setting and ambitions	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Think hypothetically and laterally about my future goals in terms of study and future career aspirations. ● Be aware of how my personal values, skills and strengths impact on my career choices and can prioritise my goals accordingly. ● Know ways in which to develop my cultural capital
Future choices and money	Work or study and next steps	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Know how to be adaptable when considering next steps in my education or career options. ● Effectively apply myself to/ for jobs or university, including materials and interview skills.

Future choices and money	Money and budgeting	By the end of this session I will be able to: <ul style="list-style-type: none"> Plan a budget to reflect my financial needs over the short to medium term. Understand and plan for my financial responsibilities and evaluate the impact of a range of financial decisions. Appraise the risks associated with some financial decisions including debt, and illegal transactions.
Relationships	Managing relationships respectfully	By the end of this session I will be able to: <ul style="list-style-type: none"> Manage a range of relationships using tact, diplomacy and self-awareness, including ending relationships respectfully.
Relationships	Understanding intimate and emotional relationships	By the end of this session I will be able to: <ul style="list-style-type: none"> Evaluate the range of emotions associated with emotional and intimate relationships. Discuss the factors that are necessary to maintain healthy pleasurable relationships and compare and contrast the difference between love and lust.
Relationships	Sexuality and gender diversity	By the end of this session I will be able to: <ul style="list-style-type: none"> Apply self-awareness and questioning to my own sexuality. Appreciate and respect the range of diversity that exists in relation to sexuality and gender diversity.
Community and Environment	Influence of faith and cultural views on relationships	By the end of this session I will be able to: <ul style="list-style-type: none"> Critically reflect on how I can challenge myself and others to become more insightful, respectful and supportive of different cultures and faiths. Hypothesise on the positive outcomes that could result from strong intercultural and interfaith relationships.
Community and Environment	Gangs and organised crime	By the end of this session I will be able to: <ul style="list-style-type: none"> Evaluate the risks and consequences of being involved in gangs and organised crime
Community and Environment	Environmental and community issues	By the end of this session I will be able to: <ul style="list-style-type: none"> Be aware of and able to discuss the role individuals and organisations play in positively and negatively impacting the environment. Provide examples of how individuals can positively impact their local environment through volunteering and/or community action.
Community and Environment	Political influences	By the end of this session I will be able to: <ul style="list-style-type: none"> Critically evaluate the role of politics in society and how this impacts my life and choices
Personal Development	Personal resilience and independence	By the end of this session I will be able to: <ul style="list-style-type: none"> Set goals to effectively manage the transitions I will face in the short to medium term.

		<ul style="list-style-type: none"> Adapt goals and have strategies in place to help me when things don't go according plan. Effectively manage a range of relationships both personal and professional and recognise both the positive and negative aspects I may encounter in each.
Personal Development	Understanding and appreciating diversity	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Discuss the role individuals and organisations play in positively and negatively impacting the environment. Provide examples of how individuals can positively impact their local environment through volunteering and/or community action.
Personal Development	Motivation	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Appreciate that my level of motivation will vary over time and i have strategies to help maintain my tenacity and motivation to help me reach my goals
Personal Development	Getting ready for an independent life	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Demonstrate my understanding of a range of practical skills that will help me live independently in a way that supports my health and wellbeing. Fully understand the responsibilities, benefits, risks, financial and legal implications associated with driving.
Values, rights and responsibilities	The law and you	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Understand my legal responsibilities as an adult and the consequences of breaking the law on my future and career. Aware of the protection I should respect under the law and how to access support if required
Values, rights and responsibilities	Challenging prejudices	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Recognise and challenge prejudice and discrimination whether it is aimed at me or others. I Appraise the legislation that is in place to protect individuals from prejudice and discrimination.
Values, rights and responsibilities	Workplace legislation	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Be aware of the range of legislation that is in place in the workplace to protect individuals and organisations. Able to critically reflect on the role of professional bodies including trade unions and the role they play in supporting and protecting individuals.
Values, rights and responsibilities	Clarity and consent	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Clearly and accurately discuss the meaning of consent, withdrawal of consent and the consequences of failing to respect someone's right to consent.
Sexual Health	Contraception	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> Discuss and negotiate contraceptive choices with understanding and diplomacy, Be fully aware of the full range of contraception, appropriateness and effectiveness of each and where

		to access contraception.
Sexual Health	Sexual Health and STIs	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Confidently take responsibility for my sexual health including minimising the risk of contracting a sexually transmitted infection. ● Be aware of the steps to take and where to get support if I have concerns about my sexual health.
Sexual Health	Pregnancy	<p>By the end of this session I will be able to:</p> <ul style="list-style-type: none"> ● Critically discuss the implications of pregnancy choices, the impact of young parenthood, decisions relating to having children and the support available in relation to pregnancy choices.

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
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
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

	<ul style="list-style-type: none"> ● 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)
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

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	