

# Relationships and Sex Education Policy (RSE)

October 2024

**Member of Staff Responsible:** Sarah Murray

**Review date:** New policy – October 25

**Approved by SLT:**

**Approved by (name)**

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### 1. Aims

RSE is embedded in the core principles of the school and underpinned by the caring to make good Choices that ensure a bright Future (CCF) concept. The education and modelling of tolerant, caring, relationships is the responsibility of all adults at Aldercar High School. As such Continuing Professional Development (CPD) is given to all staff on how to relate the day to day management of situations within the CCF frame work.

The aims of 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.

We believe RSE is important for our pupils and school because without a frank open discussion, informed by relevant age appropriate facts, it is impossible to make healthy choices.

We want all our students to have a safe forum to contextualize their own situations and experiences and lead them towards a positive, healthy and safe future.

## 2. Statutory requirements

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

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

## 3. Policy development

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

1. Review – a member of staff 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

## 4. Definition

We define 'Sex and relationships education' as the provision to inform students about the various issues that surround the physical act of sex. This includes the emotional impact intimate relationships can have on young people, the pressures young people can be put under by peers, media and family. It also covers relationships that are not of sexual nature such as friendships and family relationships.

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

The biological facts of sex and reproduction are taught in Y 7 science units.

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.

## 6. Delivery of RSE

RSE is taught by form tutors, in designated PSHE/RSE lessons in Y7-11. It is also delivered through Assemblies and Targeted drop-down days. Teachers follow centrally developed schemes.

RSE is taught as a theme that runs through several PD schemes as well as specifically defined sessions. For example, online safety and the impact media have aspects of RSE. These are identified and tracked in the PD curriculum planning documents.

We also acknowledge the large proportion of vulnerable students in our school's context and identify and consider their individual needs through careful planning and discussion with the Special Educational Needs and Disabilities (SEND) team ensuring appropriate provision is put in place when needed.

Appendix 1 lists the elements that are covered in the PD curriculum.

These topics are delivered using age appropriate, nationally recognised materials.

Selected resources, such as books and film clips, will be used to support and promote understanding within a moral/values context and underpin an open safe and meaningful discussion.

### **Creating a safe learning Environment**

We consider it vital that in order for the RSE curriculum to be delivered effectively, a safe learning environment is created. This is done through the following:

- Establishing clear ground rules and displaying these in class
- Providing information about where students can go to find further help and advice both within school and outside it.
- Following the CCF approach
- Following the Schools disciplinary policy

### **Safe Guarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Any disclosures will be dealt with in line with the schools safe guarding policy. Teachers will consult with the designated safeguarding lead and in his/her absence their deputy if at any times they have any concerns.

## 7. Roles and responsibilities

### **7.1 The governing board**

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

## 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

## 7.3 Staff

Staff are responsible for:

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

Staff who have concerns about teaching RSE are encouraged to discuss this with the Personal development lead. All tutors are considered teachers of RSE.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction into tutor led RSE

The Safeguarding Lead 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Murray, Assistant Head teacher responsible for Personal Development (PD) as part of the QA calendared process. This involves learning walk, drop ins, book looks and the development of Schemes.

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

This policy will be reviewed annually by Sarah Murray, Assistant Head teacher responsible for Personal Development in consultation with Parents/carers .

## Below is Brief description of the Aims of the schemes.

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

YEAR 7 — MEDIUM -TERM OVERVIEW

| Core/Team | Topic  | In this unit of work, students learn...   | Lesson overviews/Teacher notes / resources        |
|-----------|--|---|---|
| Team      | <b>Transition and safety</b><br><br>Transition to secondary school and personal safety in and outside school, including first aid<br><br>PoS refs: H1, H2, H30, H33, R13, L1, L2 | <ul style="list-style-type: none"><li>• how to identify, express and manage their emotions in a constructive way</li><li>• how to manage the challenges of moving to a new school</li><li>• how to establish and manage friendships</li><li>• how to improve study skills</li><li>• how to identify personal strengths and areas for development</li><li>• personal safety strategies and travel safety, e.g. road, rail and water</li><li>• how to respond in an emergency situation</li><li>• basic first aid</li></ul> | <ul style="list-style-type: none"><li>•</li></ul> |
| Core      | <b>Developing skills and aspirations</b><br><br>Careers, teamwork and enterprise skills, and raising aspirations<br><br>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12             | <ul style="list-style-type: none"><li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li><li>• about a broad range of careers and the abilities and qualities required for different careers</li><li>• about equality of opportunity</li><li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li><li>• about the link between values and career choices</li></ul>               | <ul style="list-style-type: none"><li>•</li></ul> |
| Core      | <b>Diversity</b><br><br>Diversity, prejudice, and bullying<br><br>PoS refs: R3, R38, R39, R40, R41   | <ul style="list-style-type: none"><li>• about identity, rights and responsibilities</li><li>• about living in a diverse society</li><li>• how to challenge prejudice, stereotypes and discrimination</li><li>• the signs and effects of all types of bullying, including online</li><li>• how to respond to bullying of any kind, including online</li><li>• how to support others</li></ul>  | <ul style="list-style-type: none"><li>•</li></ul> |

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|-------------|--|---|---|
| <b>Core</b> | <b>Health and puberty</b><br><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM<br><br>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34 | <ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>•</li> </ul>                  | <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Core</b> | <b>Building relationships</b><br><br>Self-worth, romance and friendships (including online) and relationship boundaries<br><br>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24 | <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Core</b> | <b>Financial Decision Making</b><br><br>Saving, borrowing, budgeting and making financial choices<br><br>PoS refs: H32, L15, L16, L17, L18                                   | <ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>   |   |



| YEAR 8 — MEDIUM-TERM OVERVIEW |  |  |  |
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| Core/Team                     | Topic  | In this unit of work, students learn...  |  |
| Core                          | <b>Drugs and alcohol</b><br><br>Alcohol and drug misuse and pressures relating to drug use<br><br>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44  | <ul style="list-style-type: none"> <li>about medicinal and reactional drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |
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| Team                          | Community and careers (TBC KOS)  |  |  |
| Core                          | <b>Discrimination</b><br><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia<br><br>PoS refs: R39, R40, R41, R3, R4, R42, | <ul style="list-style-type: none"> <li>how to manage influences on beliefs and decisions</li> <li>about group-think and persuasion</li> <li>how to develop self-worth and confidence</li> <li>about gender identity, transphobia and gender-</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul> |
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|  | R43 | based discrimination |  |
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|  |  | <ul style="list-style-type: none"><li>• how to recognise and challenge homophobia and biphobia</li><li>• how to recognise and challenge racism and religious discrimination</li></ul> |  |
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| <b>Core</b> | <b>Identity and relationships</b><br><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to Contraception<br><br>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32 | <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships how to demonstrate positive behaviours in healthy relationships about gender identity and sexual orientation about forming new partnerships and developing relationships about the law in relation to consent that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Core</b> | <b>Digital literacy</b><br><br>Online safety, digital literacy, media reliability, and gambling hooks<br><br>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27                                      | <ul style="list-style-type: none"> <li>• about online communication how to use social networking sites safely how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul> |
|             |  | <ul style="list-style-type: none"> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>  |   |

YEAR 9 — MEDIUM-TERM OVERVIEW

| Core/Team | Topic   | In this unit of work, students learn...   |   |
|-----------|---|---|---|
| Core      | <b>Peer influence, substance use and gangs</b><br><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation<br><br>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 | <ul style="list-style-type: none"><li>• how to distinguish between healthy and unhealthy friendships</li><li>• how to assess risk and manage influences, including online</li><li>• about ‘group think’ and how it affects behaviour</li><li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li><li>• to manage risk in relation to gangs</li><li>• about the legal and physical risks of carrying a knife</li><li>• about positive social norms in relation to drug and alcohol use</li><li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li></ul> | • |
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| Team      | <b>Setting goals</b><br><br>Learning strengths, career options and goal setting as part of the GCSE options Process<br><br>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14   | <ul style="list-style-type: none"><li>• about transferable skills, abilities and interests</li><li>• how to demonstrate strengths</li><li>• about different types of employment and career pathways</li><li>• how to manage feelings relating to future employment</li><li>• how to work towards aspirations and set meaningful, realistic goals for the future</li><li>• about GCSE and post-16 options</li><li>• skills for decision making</li></ul>   | • |
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| Team      | <b>Respectful relationships</b><br><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <ul style="list-style-type: none"><li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li><li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li></ul>   | • |
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| Core | PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36   | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>about conflict and its causes in different contexts, e.g. with family and friends conflict resolution strategies</li> </ul>   |  |
|      | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid<br><br>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21  | <ul style="list-style-type: none"> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>how to access support services about the relationship between physical and mental health about balancing work, leisure, exercise and sleep how to make informed healthy eating choices how to manage influences on body image to make independent health choices</li> </ul>  |  |
| Core | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to Pornography<br><br>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21 | <ul style="list-style-type: none"> <li>to take increased responsibility for physical health, including testicular self-examination about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent</li> <li>about STIs, effective use of condoms and negotiating safer sex</li> <li>about the consequences of unprotected sex, including pregnancy</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |

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| Core | <b>Employability skills</b><br>Employability and online presence | <ul style="list-style-type: none"> <li>about young people’s employment rights and responsibilities skills for enterprise and employability how to</li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> |
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|  | PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27 | <ul style="list-style-type: none"><li>• give and act upon constructive feedback how to manage</li><li>• their ‘personal brand’ online habits and strategies to</li><li>• support progress</li><li>• how to identify and access support for concerns relating to life online</li></ul> |  |
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## YEAR 10 — MEDIUM-TERM OVERVIEW

| Half term   | Topic  | In this unit of work, students learn...  | Lesson overviews / Teacher notes / resources |
|-------------|--|--|--|
| <b>Core</b> | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change<br><br>PoS refs: H2, H5, H6, H7, H8, H9, H10 | <ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul> |  |
| <b>Team</b> | <b>Work Experience</b>   |  |  |
| <b>Core</b> | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                            | <ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>                 |  |

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|             | <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>  | <ul style="list-style-type: none"> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>   |  |
| <b>Core</b> | <p><b>Exploring influence</b></p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>                                   | <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers about the media's impact on perceptions of gang culture about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime exit strategies for pressurised or dangerous situations how to seek help for substance use and addiction</li> <li>•</li> <li>•</li> </ul> |  |
| <b>Team</b> | <p><b>Addressing extremism and radicalisation</b></p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p> | <ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation</li> <li>•</li> </ul>   |  |
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| Team | <p><b>Financial Decision Making</b></p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p> | <ul style="list-style-type: none"><li>• how to effectively budget and evaluate savings options</li><li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li><li>• how data is generated, collected and shared, and the influence of targeted advertising</li><li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li><li>• strategies for managing influences related to gambling, including online</li><li>• about the relationship between gambling and debt</li><li>• about the law and illegal financial activities, including fraud and cybercrime</li><li>• how to manage risk in relation to financial activities</li></ul> |  |
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## YEAR 11 - MEDIUM-TERM OVERVIEW

| Half term | Topic  | In this unit of work, students learn...  |  |
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| Core      | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities<br><br>PoS refs: H2, H3, H4, H8, H12, L22                                     | <ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>   |  |
| Team      | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression<br><br>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21 | <ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul> |  |

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| <b>Core</b> | <b>Communication in relationships</b><br><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse<br><br>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32 | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> | about core values and emotions<br><br>about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs<br><br>how to handle unwanted attention, including online how to challenge harassment and stalking, including online about various forms of relationship abuse<br><br>about unhealthy, exploitative and abusive relationships<br><br>how to access support in abusive relationships and how to overcome challenges in seeking support |  |
| <b>Core</b> | <b>Independence</b><br><br>Responsible health choices, and safety in independent contexts  |  |   |  |

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|      | <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>  | <ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul> |  |
| Core | <p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p> | <ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about ‘honour based’ violence and forced marriage and how to safely access support</li> </ul>  |  |

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## Appendix 2 The learning objectives

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| <b>Families</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul> |
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| <b>Respectful relationships, including friendships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.<br/>This includes different (non-sexual) types of relationship.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
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| <b>Online and media</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> |
| <b>Being safe</b>       | <p>Pupils should know</p>  |



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|  | <ul style="list-style-type: none"><li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li><li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li></ul> |
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| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
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| <b>Mental wellbeing</b>          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> |
| <b>Internet safety and harms</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and</li> </ul>  |

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|  | <p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> |
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| <b>Physical health and fitness</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul> |
| <b>Healthy eating</b>              | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   |

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| <b>Drugs,<br/>alcohol<br/>and<br/>tobacco</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> |
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| <b>Health and prevention</b>    | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> </ul> |
|                                 | <ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>   |
| <b>Basic first aid</b>          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>1</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>  |
| <b>Changing adolescent body</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>  |

### 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 |  |
|   |  |