



Relationships and Sex Education Policy (RSE)

September 2021

Parkside Community School



Member of Staff Responsible: Anthony Chipp
Review date: New policy – September 2021

Approved by SLT: 7 October 2021

**Approved by Mrs Horton (Chair of Governors) & Mrs Walton (Vice Chair) , on behalf of the GB
on 11 November 2021**

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	Error! Bookmark not defined.
Appendix 2: By the end of secondary school pupils should know	Error! Bookmark not defined.
Appendix 3: Parent form: withdrawal from sex education within RSE	28

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 Parkside Community 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, basic contraception and Sexual Transmitted Diseases (STDs) 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 a team of teachers, in designated Personal Development (PD) lessons in Y7-9. 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.

In Y10 and 11 RSE is delivered through Assemblies, tutor led programs and Targeted drop-down days. Opportunities for RSE discussion are mapped and highlighted in the wider academic curriculum

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 insuring 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
- 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 disclosers 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 do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All PD teachers 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 the PD department

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 Anthony Chipp Director of Arts and Personal Development (PD) as part of the QA calendared process. This involves learning walks drop ins and the development of Schemes.

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

This policy will be reviewed annually by Mr Chipp, Director of Performing Arts. At every review, the policy will be approved by Senior Leadership Team (SLT) and the Learning and Standards Committee.

Below is Brief description of the Aims of the schemes.

	Autumn 1 Good Choices	Autumn 2 Bright Futures	Spring 1 Caring people	Spring 2 Good Choices	Summer 1 Caring people	Summer 2 Bright Futures
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Religious Education What is like to be a teenager with faith? This topic looks at what is good and what is challenging about being a teenager with faith in a religion.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries
Year 8	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Religious Education Christian, Buddhist, and nonreligious worldviews towards death are explored by students and analysed to understand their importance and how they shape our approach to death, as well as life itself.	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and Careers
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Options	Respectful relationships Families and Parenting, healthy relationships conflict resolution, and relationship changes.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Religious Education
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Religious Education	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Revision and metacognition	Religious Education	

YEAR 7 — MEDIUM-TERM OVERVIEW

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

<p>Core</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact 	<ul style="list-style-type: none"> •
<p>Core</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • 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 	<ul style="list-style-type: none"> •
<p>Core</p>	<p>Religious Education</p> <p>This topic looks at what is good and what is challenging about being a teenager with faith in a religion. The experiences of Muslim, Sikh and Buddhist teenagers is compared with the lives of our own students, and explored for similarities and differences</p> <p>R3, R41, R40, L23, L10</p>	<ul style="list-style-type: none"> • Explain how Muslim, Buddhist and/or Sikh teenagers express their faith in Britain today. • Give examples of some challenges faced by Muslim, Buddhist and/or Sikh teenagers in Britain and how they respond. • Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved. • Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views. • Explain how ancient spiritual practices still sustain believers. • Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society. • Examine and evaluate British society's treatment of immigrant religious groups. 	<ul style="list-style-type: none"> •

YEAR 8 — MEDIUM-TERM OVERVIEW

Core/Team	Topic	In this unit of work, students learn...	
Core	<p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use</p> <p>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<ul style="list-style-type: none"> •
Team	<p>Community and careers (TBC KOS)</p>		
Core	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42,</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender- 	<ul style="list-style-type: none"> •

R43

based discrimination

- how to recognise and challenge homophobia and biphobia
- how to recognise and challenge racism and religious discrimination

<p>Core</p>	<p>Religious education</p> <p>Christian, Buddhist, and nonreligious worldviews towards death are explored by students and analysed to understand their importance and how they shape our approach to death, as well as life itself.</p> <p>R41, R40, R3</p>	<ul style="list-style-type: none"> • Explain one answer to the question: is death the end? • Observe how beliefs about death have an impact on how someone lives their life • Explain a range of beliefs regarding the possibility of life after death • Judge the importance of this life compared to the hope of an afterlife, offering different views • Evaluate the impact of differing views of life after death on how individuals view earthly life • Evaluate the impact of differing views of life after death on how individuals view earthly life 	<ul style="list-style-type: none"> •
<p>Core</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to Contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> •
<p>Core</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • 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 • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources 	<ul style="list-style-type: none"> •

- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions

YEAR 9 — MEDIUM-TERM OVERVIEW

Core/Team	Topic	In this unit of work, students learn...	
Core	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	<ul style="list-style-type: none"> •
Team	<p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options Process</p> <p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	<ul style="list-style-type: none"> •
Team	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people 	<ul style="list-style-type: none"> •

Core

Core

PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36

Healthy lifestyle
Diet, exercise, lifestyle balance and healthy choices, and first aid

PoS refs: H3, H14, H15, H16, H17, H18, H19, H21

Intimate relationships
Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to Pornography

PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21

- about conflict and its causes in different contexts, e.g. with family and friends
- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- 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
- 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
- about myths and misconceptions relating to consent
- about the continuous right to withdraw consent and capacity to consent
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy
- how the portrayal of relationships in the media and pornography might affect expectations
- how to assess and manage risks of sending, sharing or passing on sexual images
- how to secure personal information online

•

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

YEAR 10 — MEDIUM-TERM OVERVIEW

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

	<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"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	
Core	<p>Exploring influence</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"> • about positive and negative role models • 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 • 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 	
Team	<p>Addressing extremism and radicalisation</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"> • about communities, inclusion, respect and belonging • 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 	
Team	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace 	

L10, L11, L12, L13, L14, L15, L23

- how to manage practical problems and health and safety
- how to maintain a positive personal presence online
- how to evaluate and build on the learning from workexperience

YEAR 11 - MEDIUM-TERM OVERVIEW

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

<p>Core</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	
<p>Core</p>	<p>Revision and metacognition</p> <p>L1, L9, L14 H9,H7,H2</p>	<ul style="list-style-type: none"> • Students will learn practical ways to help the revise • Students will explore mistake and ‘procrastinations’ and how to avoid them. • Students will understand how stress and workload can be managed positively • Students will create and use resources for revision • Students will have opportunities for structured revision • Students will understand memory and recall and how to enhance it. 	
<p>Core</p>	<p>Religious Education</p> <p>RHO TBC</p>		

Appendix 2 The learning objectives

Students learn...

Self-concept

- H1. how we are all unique; that recognizing and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- H4. simple strategies to help build resilience to negative opinions, judgements and comments

Mental health and emotional wellbeing

- H5. to recognize and manage internal and external influences on decisions which
- H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- H7. the characteristics of mental and emotional health and strategies for managing these
- H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
- H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
- H12. how to recognize when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Healthy lifestyles

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognize and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognize that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Puberty and sexual health

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

KS3 Learning opportunities in Relationships and Sex Education

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognize that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography)

can affect people's expectations of relationships and sex

Relationship values

R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement;

strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

Consent

R24. that consent is freely given; that being pressurized, manipulated or coerced

to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, careers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognize warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognize bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Social influences

R42. to recognize peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

KS3 Learning opportunities in Living in the Wider World

Students learn...

L1. study, organizational, research and presentation skills

learning skills

L2. to review their strengths, interests, skills, qualities and values and how to develop them

L3. to set realistic yet ambitious targets and goals

L4. the skills and attributes that employers' value

L5. the skills and qualities required to engage in enterprise

L6. the importance and benefits of being a lifelong learner

Choices and pathways

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L8. about routes into work, training and other vocational and academic opportunities, and progression routes

L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

L10. to recognize and challenge stereotypes and family or cultural expectations that may limit aspirations

Work and career

L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

L12. about different work roles and career pathways, including clarifying their own early aspirations

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities

L14. to manage emotions in relation to future employment

Financial choices

L15. to assess and manage risk in relation to financial decisions that young people might make

L16. about values and attitudes relating to finance, including debt

L17. to manage emotions in relation to money

L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

L19. to recognize financial exploitation in different contexts e.g. drug and money mules, online scams

Media literacy and digital resilience

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognize the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognize the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

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	