

# Relationships and Sex Education Policy

Trinity College



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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place.
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- › Help pupils develop feelings of self-respect, confidence, and empathy.
- › Create a positive culture around issues of sexuality and relationships.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.

### 2. Statutory requirements

As an independent special school, we do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

As a secondary school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Trinity College we teach RSE as set out in this policy.

### 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 members of the teaching staff and the senior leadership team pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the development of the RSE curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Policy Approval – once amendments were made, the policy was shared with the MD Education Services and approved.

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

In developing our RSE curriculum we have done so while considering 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 within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (PRE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships.
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 Directors

The Managing Director of Education Services will approve this policy at each review, ensure it complies with the law 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 the non-statutory/non-science 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.

Staff responsible for leading the delivery of our RSE curriculum are the PSHE and Science teachers.

### 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. The headteacher will ensure that any pupil who is withdrawn from RSE are properly supported and supervised while not in these lessons.

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

## 9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through planning scrutiny, learning walks, discussions with staff and pupils and books looks.

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

This policy will be reviewed by Headteacher on an annual basis. At every review, the policy will be approved by the MD Education Services.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| Key Stage 3 Curriculum Map |  |   |   |
|----------------------------|--|---|---|
|                            | Year 1   | Year 2  | Year 3  |
|                            | RSE  | RSE   | RSE   |
| <b>Term 1</b>              | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>- To recognise that their behaviour can affect others.</li> <li>- The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>- To recognise what is fair and unfair.</li> <li>- To share their opinion on things that matter to them and explains their views through discussion.</li> <li>- To listen to other people and play and work cooperatively.</li> <li>- To offer constructive support and feedback to others.</li> </ul> | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- To recognise and respond appropriately to a wider range of feelings in others.</li> <li>- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>- To recognise ways in which a relationship may be unhealthy.</li> <li>- To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>- That civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other.</li> <li>- That they have the choice to delay sex or to enjoy intimacy without sex.</li> <li>- Contraception and the options.</li> </ul> | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- The qualities and behaviours they should expect and exhibit in a wide range of positive relationships.</li> <li>- To further develop and rehearse the skills of team working including objective setting, planning outcome, negotiation and cooperation.</li> <li>- To further develop the communication skills of active listening.</li> <li>- To explore the range of positive qualities people, bring to relationships.</li> <li>- Understanding that relationships can cause strong feelings and emotions.</li> <li>- The features of positive and stable relationships including trust and respect.</li> <li>- Understating that the media portrayal of relationships may not always be a true representation.</li> <li>- Different types of relationships including professional and intimate relationships.</li> </ul> |
|                            | <ul style="list-style-type: none"> <li>- To identify and respect the differences and similarities between people.</li> </ul>   | <ul style="list-style-type: none"> <li>- To work collaboratively towards shared goals.</li> </ul>   | <ul style="list-style-type: none"> <li>- To understand what expectations might be of having a boy/girlfriend.</li> </ul>  |

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|----------------------|---|---|---|
| <p><b>Term 2</b></p> | <ul style="list-style-type: none"> <li>- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>- To judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond (including who to tell).</li> <li>- Understanding that people's bodies can be hurt.</li> <li>- To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</li> <li>- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>- Strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help.</li> </ul> | <ul style="list-style-type: none"> <li>- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> <li>- That differences and similarities between people arise through a number of factors.</li> <li>- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, (including cyber-bullying and 'trolling').</li> <li>- To recognise and manage dares.</li> <li>- To recognise and challenge stereotypes.</li> <li>- The differences between, and the terms associated with, sex, gender identity and sexual orientation.</li> <li>- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>- That two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.</li> <li>- Forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage.</li> <li>- Understanding personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and that we all have the right to privacy.</li> <li>- The rights and responsibilities online.</li> </ul> | <ul style="list-style-type: none"> <li>- To consider different levels of intimacy and its consequences.</li> <li>- To acknowledge and respect not to have intimate relationships until ready.</li> <li>- Readiness for sex and the benefits of delaying sexual activity.</li> <li>- Understanding that consent is freely given and that being pressurised, manipulated and coerced to agree something is not consent.</li> <li>- The law in relation to consent.</li> <li>- How to seek the consent from an individual and being clear that consent has been given.</li> <li>- To recognise the portrayal and impact of sex in the media, including music videos and film footage.</li> <li>- The difference between assigned/biological sex, gender identity and sexual orientation.</li> <li>- The unacceptability of sexist, homophobic, biphobia, transphobic, racist and disablist language and behaviour.</li> <li>- To recognise bullying and abuse in all its forms.</li> <li>- The support services available should they feel they are a victim of a witness to any form of abuse.</li> <li>- To understand the feelings and pressure associated with peer pressure.</li> <li>- Laws relating to carrying offensive weapons including motive behind doing so.</li> <li>- The difference between friendship groups and gangs, including the risks that are associated with gangs.</li> <li>- The safe and responsible use of ICT.</li> </ul> |
|----------------------|---|---|---|

|               | <b>Physical Health and Mental Wellbeing</b>  | <b>Physical Health and Mental Wellbeing</b>  | <b>Physical Health and Mental Wellbeing</b>  |
|---------------|--|--|--|
| <b>Term 3</b> | <ul style="list-style-type: none"> <li>- What constitutes, and how to maintain, a healthy lifestyle including the benefits of activity, rest and eating.</li> <li>- Recognising what is a like and dislike with regards to lifestyle choices and how these may have a positive or negative effect.</li> <li>- Thinking about themselves and to celebrate pupil's strength.</li> <li>- Understanding good and not so good feelings and learning vocab to describe these feelings along with managing these feelings.</li> <li>- Change and loss and associated feelings.</li> <li>- The importance of maintaining personal hygiene including dental hygiene.</li> <li>- The spread of diseases and the responsibilities individuals have over their own health.</li> <li>- The process of growing from young to old.</li> <li>- An introduction to puberty including menstruation.</li> </ul> | <ul style="list-style-type: none"> <li>- What positively and negatively affects their physical, mental and emotional health.</li> <li>- How to make informed choices and to recognise the benefits of a 'balanced lifestyle'.</li> <li>- The recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of a balanced diet.</li> <li>- To recognise how images in the media do not always reflect reality.</li> <li>- A deeper understanding of good and not so good feelings, to extend their vocab to be able to explain the range and intensity of these feelings to others.</li> <li>- To recognise that they may experience conflicting emotions and when they might need to listen.</li> <li>- Change and transitions in school, loss, bereavement and divorce.</li> <li>- To differentiate between the terms, 'risk', 'danger' and 'hazard.</li> <li>- To recognise and, predict and assess risks in different situations and decide how to manage them responsibly.</li> <li>- Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>- Recognising their personal strengths and how this effects their confidence and self-esteem.</li> <li>- Recognising the way personal qualities, attitudes, skills and achievements are evaluated by others and how this affects confidence.</li> <li>- To accept helpful feedback or reject unhelpful criticism.</li> <li>- Understanding that self-esteem changes with personal circumstances.</li> <li>- The characteristics of mental and emotional health and strategies for managing it.</li> <li>- : The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders.</li> <li>- To manage growth and change as normal parts of growing up.</li> <li>- Understanding menstruation and why it occurs.</li> <li>- The importance of and ways of taking increased responsibility for personal hygiene and physical health.</li> <li>- Menstruation hygiene.</li> <li>- The purpose and importance of immunisation and vaccination.</li> <li>- The use of contraception, including the condom and the pill.</li> <li>- That certain infections can be spread through sexual activity and the protection certain contraceptives offer.</li> <li>- The benefits of physical activity and the importance of sleep.</li> <li>- To recognise and manage what influences their personal choices about exercise.</li> <li>- The importance of, and strategies for,</li> </ul> |



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|               |   |   | <p>maintaining a balance between work, leisure and exercise.</p> <ul style="list-style-type: none"> <li>- What constitutes a balanced diet and reflecting on their reasons for choosing a balanced diet.</li> </ul>  |
| <b>Term 4</b> | <ul style="list-style-type: none"> <li>- To identify and respect the differences and similarities between people.</li> <li>- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>- To judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond (including who to tell).</li> <li>- Understanding that people's bodies can be hurt.</li> <li>- To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.</li> <li>- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>- Strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help.</li> </ul> | <ul style="list-style-type: none"> <li>- To work collaboratively towards shared goals.</li> <li>- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> <li>- That differences and similarities between people arise through a number of factors.</li> <li>- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, (including cyber-bullying and 'trolling').</li> <li>- To recognise and manage dares.</li> <li>- To recognise and challenge stereotypes.</li> <li>- The differences between, and the terms associated with, sex, gender identity and sexual orientation.</li> <li>- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>- That two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.</li> <li>- Forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage.</li> <li>- Understanding personal boundaries;</li> </ul> | <ul style="list-style-type: none"> <li>- How to seek the consent from an individual and being clear that consent has been given.</li> <li>- To recognise the portrayal and impact of sex in the media, including music videos and film footage.</li> <li>- The difference between assigned/biological sex, gender identity and sexual orientation.</li> <li>- The unacceptability of sexist, homophobic, biphobia, transphobic, racist and disablist language and behaviour.</li> <li>- To recognise bullying and abuse in all its forms.</li> <li>- The support services available should they feel they are a victim of a witness to any form of abuse.</li> <li>- To understand the feelings and pressure associated with peer pressure.</li> <li>- Laws relating to carrying offensive weapons including motive behind doing so.</li> <li>- The difference between friendship groups and gangs, including the risks that are associated with gangs.</li> <li>- The safe and responsible use of ICT.</li> <li>- To establish clear personal boundaries around those aspects of their lives they wish to keep private.</li> <li>- How to manage any request or pressure to share an image of themselves or of others.</li> </ul> |

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|               |   | to identify what they are willing to share with their most special people; friends; classmates and that we all have the right to privacy.                                  | - The sharing of explicit images may constitute a serious criminal offence.   |
|               | <b>The Law</b>  | <b>The Law</b>   | <b>The Law</b>  |
| <b>Term 5</b> | Understanding what the law says about: <ul style="list-style-type: none"> <li>- Sex</li> <li>- Marriage</li> <li>- Gender identity and sexuality</li> </ul> | Understanding what the law says about: <ul style="list-style-type: none"> <li>- Sex</li> <li>- Consent including the age of consent</li> <li>- Online behaviour</li> </ul> | Understanding what the law says about: <ul style="list-style-type: none"> <li>- Sex.</li> <li>- Violence against women and girls</li> <li>- Gender identity.</li> </ul> |

| Key Stage 4 Curriculum Map |   |  |
|----------------------------|---|--|
|                            | Year 1  | Year 2   |
|                            | Relationships and Sex Education   | Relationships and Sex Education  |
| <b>Term 1</b>              | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Strategies to manage strong emotions and feelings.</li> <li>- The characteristics and benefits of positive, strong, supportive and equal relationships.</li> <li>- Understanding that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other.</li> <li>- Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding).</li> <li>- To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.</li> <li>- Managing changes in personal relationships including the ending of relationships.</li> <li>- To develop an awareness of exploitation, bullying, harassment and control in relationships, (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support.</li> </ul> | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</li> <li>- To recognise when others are using manipulation, persuasion or coercion and how to respond.</li> <li>- To understand the pernicious influence of gender double standards and victim-blaming.</li> <li>- To recognise the impact of drugs and alcohol on choices and sexual behaviour.</li> <li>- To manage unwanted attention in a variety of contexts including harassment and stalking.</li> <li>- To understand and respect others faith and cultural expectations concerning relationships and sexual activity.</li> <li>- To assess readiness for sex</li> <li>- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul> |
| <b>Term 2</b>              | <ul style="list-style-type: none"> <li>- Understanding the concept of consent in relevant, age-appropriate contexts building on Key stage 3.</li> <li>- The impact of domestic abuse (including sources of help and support)</li> <li>- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.</li> <li>- Statutory and voluntary organisations that support</li> </ul>   | <ul style="list-style-type: none"> <li>- The importance of accessing and the correct use of contraception, negotiating condom use, reinforcing, and building on learning in Key Stage 3.</li> <li>- To understand the consequences of unintended pregnancy and of teenage parenthood.</li> <li>- The reasons why parents choose to adopt/foster.</li> <li>- About abortion, including the current legal position and the</li> </ul>  |

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|               | <p>relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce or bereavement.</p> <ul style="list-style-type: none"> <li>- How to access such organisations and other sources of information, advice and support.</li> <li>- Understanding diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access it.</li> <li>- To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender, sexual trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism).</li> <li>- The effects that viewing inappropriate content online can have on an individual.</li> <li>- Discussing pornography and why this is created.</li> </ul>  | <p>range of beliefs and opinions about it.</p> <ul style="list-style-type: none"> <li>- The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.</li> <li>- Understanding that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age.</li> <li>- The options available for people who are unable to conceive.</li> <li>- The role peers can play in supporting one another, including helping vulnerable friends to access reliable, accurate and appropriate support.</li> <li>- Understanding that specifically explicit material eh 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> </ul> |
|               | <b>Physical Health and Mental Wellbeing</b>   | <b>Physical Health and Mental Wellbeing</b>  |
| <b>Term 3</b> | <ul style="list-style-type: none"> <li>- To evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others and ways of managing this.</li> <li>- To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism.</li> <li>- Strategies for managing mental health including, stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing.</li> <li>- The characteristics of emotional and mental health and the causes, symptoms and treatments for some mental and emotional health disorders (including stress, anxiety and depression).</li> <li>- To recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it.</li> </ul> | <ul style="list-style-type: none"> <li>- To recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes.</li> <li>- To assess and manage risks associated with cosmetics and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons.</li> <li>- How to recognise and follow health and safety procedures.</li> <li>- How to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation.</li> <li>- Understanding personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel).</li> </ul>  |
| <b>Term 4</b> | <ul style="list-style-type: none"> <li>- To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services).</li> </ul>   | <ul style="list-style-type: none"> <li>- The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including</li> </ul>   |

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|               | <ul style="list-style-type: none"> <li>- How to take increased responsibility for maintaining and monitoring their own health.</li> <li>- The benefits of regular self-examination and screening.</li> <li>- How lifestyle choices affect a developing foetus. An in-depth study into the complex effects these lifestyle choices cause.</li> <li>- About STI's, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel or others are at risk.</li> </ul> | <ul style="list-style-type: none"> <li>- the health risks to secondhand smoke.</li> <li>- Understand the terms, 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns about themselves or friend.</li> <li>- The wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.</li> <li>- The importance of checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS.</li> </ul> |
|               | <b>The Law</b>   | <b>The Law</b>   |
| <b>Term 5</b> | <p>Understanding what the law says about:</p> <ul style="list-style-type: none"> <li>- Sex</li> <li>- Consent</li> <li>- Violence and exploitation by gangs.</li> <li>- Hate crime</li> <li>- Pornography</li> </ul>   | <p>Understanding what the law says about:</p> <ul style="list-style-type: none"> <li>- Sex</li> <li>- Online behaviours including image and information sharing- including sexting, youth-produced sexual imagery, nudes.</li> <li>- Abortion</li> <li>- Pornography</li> </ul>  |

| <b>Key Stage 5 Curriculum Map</b> |  |  |
|-----------------------------------|--|--|
|                                   | Year 1   | Year 2   |
|                                   | <b>Relationships and Sex Education</b>   | <b>Relationships and Sex Education</b>   |
| <b>Term 1</b>                     | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be in love.</li> <li>- Accept and use positive encouragement and constructive feedback.</li> <li>- Recognise and manage negative influence, manipulation and persuasion in a variety of contexts.</li> <li>- Manage the ending of relationships safely and respectfully.</li> <li>- Hate crime and the how this is committed online.</li> </ul> | <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognise and use language and strategies to manage pressure in a variety of forms and contexts.</li> <li>- Manage issues of harassment and stalking; understand their rights and access support.</li> <li>- Understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations.</li> <li>- Negotiate and if necessary assert the use of contraception</li> </ul> |

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|               | <ul style="list-style-type: none"> <li>- Understanding that the sharing and viewing of indecent images of children (including those created by children) is a criminal offence which carries severe penalties.</li> <li>- Identifying and managing sexual pressure from others and online.</li> </ul>   | <ul style="list-style-type: none"> <li>- with a sexual partner.</li> <li>- Understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STI's; manage the use of contraception, including how and where to access it.</li> <li>- Access emergency contraception: understand the timeframe within which it can be effective; know how and where to access it.</li> <li>- Access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.</li> </ul>  |
| <b>Term 2</b> | <ul style="list-style-type: none"> <li>- Recognise, manage and escape from different forms of physical and emotional abuse; how and where to go to get support and how to support others.</li> <li>- Understand and value the concept and qualities of consent in relationships.</li> <li>- Understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent.</li> <li>- Understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent.</li> <li>- Seek redress if their consent has not been respected. How to recognise and seek help.</li> <li>- Appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views.</li> </ul> | <ul style="list-style-type: none"> <li>- Recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression, recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety.</li> <li>- Recognise and respect what is meant by professionalism in the work place; understand the concept of 'professional colleague'; the boundaries around 'professional relationships'.</li> <li>- Recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons.</li> <li>- Recognise forced marriage and 'honour' based violence get help for themselves or others they believe to be at immediate of future risk.</li> <li>- Understand the female genital mutilation (FGM) get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM.</li> </ul> |
|               | <b>Physical Health and Mental Wellbeing</b>   | <b>Physical Health and Mental Wellbeing</b>   |
| <b>Term 3</b> | <ul style="list-style-type: none"> <li>- Take responsibility for monitoring their own health and wellbeing.</li> <li>- Maintain a healthy diet, especially on a budget.</li> <li>- Perform first aid including CPR and evaluate when to summon emergency services.</li> <li>- Maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep.</li> </ul>   | <ul style="list-style-type: none"> <li>- Recognising the common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves. Evaluate support available to manage these behaviours and to access the most appropriate support for themselves or others.</li> <li>- Recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health.</li> <li>- Work alongside those with mental health issues and know</li> </ul>  |

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|               |   | <p>how (and when) to provide support.</p> <ul style="list-style-type: none"> <li>- Recognise how pressure to conform to media stereotypes can adversely affect body image and the impact this can have on self-esteem.</li> <li>- Assess and manage risk in different contexts; understand how risk is calculated and why it is essential to critically evaluate such calculations.</li> </ul>   |
| <b>Term 4</b> | <ul style="list-style-type: none"> <li>- Manage being 'new' in 'new places'; fitting in and making new friends.</li> <li>- Register with and access health services in new locations.</li> <li>- Apply strategies for maintaining positive mental health.</li> <li>- Recognising when they need to employ strategies to re-establish positive mental health including managing stress and anxiety.</li> <li>- Recognise when they, or others, needs support with their mental health and how to access the most appropriate support.</li> </ul> | <p><b>H6:</b> Understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements.</p> <ul style="list-style-type: none"> <li>- Avoid contracting or passing on a sexually transmitted infection (STI); know what do to if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment.</li> <li>- Manage online safety in all its forms; protecting their privacy; their 'online presence' and building and maintaining a positive reputation.</li> <li>- Manage alcohol and drug use in relation to immediate and long-term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career.</li> <li>- Manage personal safety off-line including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis).</li> </ul> |
|               | <b>The Law</b>  | <b>The Law</b>   |
|               | <p>Understanding what the law says about,</p> <ul style="list-style-type: none"> <li>- Sex</li> </ul>   | <p>Students will build on prior knowledge they have gained from lower key stages on the law and the topics that have been</p>  |

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| <p><b>Term 5</b></p> | <ul style="list-style-type: none"> <li>- Extremism/radicalisation</li> <li>- Criminal exploitation through county lines.</li> <li>- Female genital mutilation (FGM)</li> </ul> | <p>covered in PSHE.</p> <p>The following topics will be re-visited,</p> <p>Understanding what the law says about,</p> <ul style="list-style-type: none"> <li>- Sex</li> <li>- Consent</li> <li>- Violence and exploitation by gangs.</li> <li>- Hate crime</li> <li>- Online behaviours including image and information sharing- including sexting, youth-produced sexual imagery, nudes.</li> <li>- Pornography</li> <li>- Extremism/radicalisation</li> <li>- Criminal exploitation through county lines.</li> <li>- Female genital mutilation (FGM)</li> <li>- Gender identity.</li> <li>- Marriage</li> </ul> |
|----------------------|--|---|



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

| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Families  | <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>  |
| Respectful relationships, including friendships | <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. This includes different (non-sexual) types of relationship</li> <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> |

| TOPIC            | PUPILS SHOULD KNOW   |
|------------------|--|
| Online and media | <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> |
| Being safe       | <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>   |

| TOPIC  | PUPILS SHOULD KNOW   |
|--|--|
| Intimate and sexual relationships, including sexual health | <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</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> |

### 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 |  |
|   |  |