

# Relationship and Sex Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 9<sup>th</sup> September 2021

**Last reviewed on:** 23rd October 2020

**Next review due by:** 9th September 2022

## 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

This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.

## 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:

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was approved by the Directors

## 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. We have developed the curriculum in consultation with 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## **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. Where possible, pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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 The governing body**

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher 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 head teacher.

#### **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 do not have the right to withdraw their children from relationships education. 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 head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher 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**

Relevant staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The school 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 directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and pupils. Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the head teacher.

Year/Stage 7,8, 9	Content Entry 3 PSHE –	Knowledge and Skills	Resources
Autumn 1  Autumn 2	Emotional Wellbeing. RSE: Respectful relationships, including friendships	<p>Be able to identify emotions and how to manage emotional experiences</p> <p>Know about bullying</p> <p>Know about peer pressure</p> <p>Know that illness can be mental or physical</p> <p>RSE: 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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Keeping Myself Esafe – Learning Curve Education</p> <p>Lets Fight it together, Cyber Bullying – Childnet International</p> <p>Dept for Children, schools and Families resources</p>

		and equal	
Spring 1	Personal Safety.	Know how to identify dangers in a variety of situations and how to avoid them.	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards Suzy Lamplugh Trust resources MIND association Resources TV/ Film clips LGBTQ whole school activities
Spring 2	RSE: Online media Being safe	Know about the extent and limitations of personal responsibilities for safety Know about the dangers to personal safety when using modern communication technology Know about an organization that provides advice on personal safety other than in the area of modern communication technology  RSE: Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online Not to provide material to others that they would not want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online The impact of viewing harmful content That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail How information and data is generated, collected, shared and used online  The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	
Summer 1	Drug Education	Recognise why young people smoke and long/short term effects Recognise different illegal and non –illegal drugs issues relating to tobacco and alcohol Sex	Bespoke lesson plans Bespoke practical resources

		and Relationships	Power point presentations Relevant video clips Sort cards Motiv8 (Local drug advisory / education service)
Summer 2	Sex and Relationships. RSE: Families Intimate and sexual relationships, including sexual health	<p>Understand about separation and divorce, relationships, organisations that can support. Assess the appropriateness of different kinds of contraception.</p> <p>Know how sexually transmitted infections can be prevented</p> <p>Know where to obtain professional advice on contraception.</p> <p>RSE: That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p> <p>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</p>	<p>Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources MIND association Resources Sexwise TV/ Film clips No Worries Programme LGBTQ whole school activities</p>

	<p>outlook, sex and friendship</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behavior</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	
--	--	--

Year/Stage 7,8, 9	Content Level 1 PSHE	Knowledge and Skills	Resources
Autumn 1	Drugs education.	Understand information relating to recommended alcohol intake limits	
Autumn 2	RSE: Being safe Online and media	<p>Understand problems associated with alcohol abuse</p> <p>Understand problems associated with tobacco abuse</p> <p>Know the dangers of the misuse of other legal drugs</p> <p>Know about the classification system for illegal drugs and how different drugs are classified into three classes.</p> <p>Know the health risks associated with the use of illegal drugs.</p> <p>Know the law is applied in respect of the possession and supply of illegal drugs</p> <p>RSE</p> <p>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</p> <p>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)</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Motiv8 (local drug advisory/ education service)</p> <p>Local No Worries clinic</p> <p>Keeping Myself Esafe – Learning Curve Education</p> <p>Dept for Children, schools and Families resources</p>

		<p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>	
Spring 1	<p>Sex and relationships education.</p> <p>RSE:</p> <p>Families</p> <p>Respectful relationships, including friendships</p> <p>Intimate and sexual relationships, including sexual health</p>	<p>Be able to recognise what constitutes good parenting./caring</p> <p>Understand the importance of relationships</p> <p>Understand why people get married</p> <p>Know what may cause relationships to break down</p> <p>Know about the work of an organisation that supports relationships in crisis.</p> <p>Understand the impact of separation or divorce on family life</p> <p>Assess the appropriateness of different kinds of contraception</p> <p>Know how sexually transmitted infections can be prevented</p> <p>Know where to obtain professional advice on contraception</p> <p>RSE:</p> <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>
Spring 2			

recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

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

How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

What constitutes sexual harassment and sexual violence and why these are always unacceptable

The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

The facts about reproductive health, including fertility and the potential impact of lifestyle

		<p>on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	
Summer 1	Healthy Lifestyles & Making Informed Careers Choices	<p>Outline the main constituents of a healthy diet and explain the importance of each. Outline the benefits to heart and lung efficiency of raising heart rate through regular exercise be able to investigate local opportunities for promoting physical well-being. know about a selection of health-related issues and how to access specialist support.</p> <p>Know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.</p> <p>Be able to use sources to assist in career planning be able to research career requirements, and to produce a careers action plan.</p>	<p>School Careers Advisor</p> <p>DWP local careers advisor</p> <p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>Kudos – IT programme</p> <p>The Training Fox = First Aid service</p> <p>Defibrillator training</p>
Summer 2			

Year/Stage 10	Content BTEC – Personal Growth and Wellbeing 2 year Course (Award, Certificate)	Knowledge and Skills	<i>Resources</i>
Autumn 1	1. Improving Physical Health and Wellbeing Identify factors that may influence physical health and wellbeing Plan a routine to show how to improve individual health and wellbeing	Demonstrate their understanding of physical health and well-being by identifying a range of factors that influence. They should then review their own personal routines and consider if and where improvements could be made. If more appropriate, they could produce a plan for another individual based on given lifestyle information explaining the suggested improvement advice.	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Mind Association resources
Autumn 2			
Spring 1	2. Understanding Emotional Wellbeing Understand the importance	Be aware of situations affecting emotional well-being and the benefits of talking about these with others to find solutions.  RSE: Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards
Spring 2			

	<p>of sharing emotions and feelings with others</p> <p>B. Explore ways to help share personal feelings with others</p> <p>RSE:</p> <ul style="list-style-type: none"> <li>• Online and media</li> </ul>	<p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>	<p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Suzy Lamplugh Truset resources</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>
<p>Summer 1</p>	<p>3. Understanding the role of relationships in Social Health and Wellbeing</p> <p>A. Explore the benefits of different relationships</p> <p>B. Describe how personal skills can help form relationships</p> <p>RSE: Respectful relationships,</p>	<p>You will need to consider: • Types of relationships • The benefits of these relationships on your health and wellbeing • the personal skills that can be used to build and maintain effective relationships You will decide how to present your information in an appropriate format</p> <p>Recognise the benefits of social interaction and forming / maintaining personal relations. They should begin to explore types of relationships and know how to recognise those that are not fulfilling personal needs. They will then consider how their personal skills can aid the forming, maintaining and ending of relationships.</p> <p>RSE:</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>

	<p>including friendships Families</p>	<p>behaviour or encourage prejudice)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>	
Summer 2	4.	Your task is to provide information on healthy relationships. You will outline factors in	Bespoke lesson plans

	<p>Understanding Sexual Health and Wellbeing</p> <p>Explore factors that help develop and maintain a healthy intimate relationship</p> <p>B. Outline how personal skills may influence relationships</p> <p>RSE: Intimate and sexual relationships, including sexual health Being safe</p>	<p>relation to starting, developing and ending a relationship. You should include the influence on your emotional wellbeing and consider the different personal skills you need at relationship stages. You will be given a scenario and asked to present materials in using either audio, visual, pictorial format of your choice.</p> <p>Be aware of sexual health and how it contributes to personal well-being. They should consider factors that help and hinder intimacy and the risks associated with this.</p> <p>RSE: 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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and</p>	<p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>Suzy Lamplugh Trust resources</p> <p>TV/ Film clips</p> <p>School nurse</p> <p>LGBTQ whole school activities</p>
--	--	--	---

		<p>reproductive health advice and treatment</p> <p>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</p> <p>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)</p>	
--	--	---	--

Year/Stage 11	Content BTEC – Personal Growth and Wellbeing 2 year Course ( Certificate)	Knowledge and Skills	Resources
Autumn 1  Autumn 2	1. Improving Physical Health and Wellbeing Identify factors that may influence physical health and wellbeing Plan a routine to show how to improve individual health and wellbeing	Demonstrate understanding of physical health and well-being by identifying a range of factors that influence. Review own personal routines and consider if and where improvements could be made. If more appropriate, students could produce a plan for another individual based on given lifestyle information explaining the suggested improvement advice.	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Local No Worries service MIND association Resources Suzy Lamplugh Trust resources Sexwise TV/ Film clips
Spring 1  Spring 2	2. Understanding Emotional Wellbeing Understand the importance of sharing emotions and	Be aware of situations affecting emotional well-being and the benefits of talking about these with others to find solutions.  RSE: That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association

<p>feelings with others Explore ways to help share personal feelings with others</p> <p>RSE: Families Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health</p>	<p>protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>	<p>resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Dept for Children, schools and families resources</p> <p>LGBTQ whole school activities</p>
--	---	---

and equal

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

About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them

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

The impact of viewing harmful content

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners

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

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

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women

		<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	
Summer 1	Revision and Exams	Completing gaps in portfolio, sitting exams, applying for college, jobs and courses	
Summer 2	Revision and Exams	Completing gaps in portfolio, sitting exams, applying for college, jobs and courses	

**Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/non-science components of 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	