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Consultation with parents and staff on this statement commenced in December 2022 and closed on 6<sup>th</sup> January 2023.

## Introduction

This statement sets out our school's approach to statutory Relationships Education and Sex Education. We have based this on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: *"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."*

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this statement, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the 'RSE Curriculum' section. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this statement, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

## Aims

Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

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

- enable pupils to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe;
- support pupils to develop self-respect, confidence and empathy;
- 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;
- teach pupils the correct vocabulary to describe themselves and their bodies.

Teaching will be age appropriate and will respect the diversity of families and faith in our community. RSE is not about the promotion of sexual activity.

## Statement development

This statement has been developed in partnership with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and sex education programme. The statement development process involves the following steps:

Review – a working group pulled together all relevant information including national guidance

Staff feedback – all school staff will be given the opportunity to look at the statement and make recommendations

Parent/stakeholder feedback – parents and interested parties will be invited to work with us on the development of the statement. This will take the form of sharing the statement and inviting feedback on it.

Pupil feedback – we will investigate what exactly pupils want from their RSE by meeting with the secondary students

Ratification – once amendments are made, the statement will be ratified.

## Statutory requirements

From September 2020, all primary-aged pupils must be taught relationships and health education and all secondary- aged pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum for primary and secondary aged pupils can be found in Appendix A.

## Links to other procedures and curriculum subjects

For primary aged pupils the science curriculum includes teaching about animals, including humans, which have offspring which grow into adults; life cycles and life processes in plants and animals to include reproduction; growth and development of humans from birth to old age including puberty and gestation periods of animals and

humans. Whilst for secondary aged pupils it includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health.

The curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Some aspects of the RSE curriculum will be covered in Citizenship lessons and, for the Secondary department, in Lifeskills lessons. The remaining aspects of the RSE curriculum will be covered during PHSE lessons.

There is a right withdrawal from sex education but not from any other part of the RSE curriculum.

The content of relationships education is supported by our policies and procedures including;

- Additional Needs
- Online safety
- British values
- Equality of opportunity and accessibility
- Safeguarding

## Delivery of RSE

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the equality Act 2010.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>) Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions exploring issues and values. Lessons will be delivered by teaching staff within school.

## Delivery for Primary aged pupils

Children are taught in an age appropriate way about puberty and the associated physical and emotional changes usually from Year 5 but this may be introduced at an earlier stage if appropriate. As part of the science curriculum, children learn about how reproduction occurs in some plants and animals. The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education during year 6, covering how human reproduction and conception occurs.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship;
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means;
- how a baby develops in the womb and how babies are born.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this statement for further information on how teachers manage difficult questions in RSE. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to senior school and also support their personal and social development as they grow into young adults. Parents have a right to withdraw their children from these additional non-statutory sex education lessons – see details in section Parent’s right to withdraw.

### Delivery for Secondary aged pupils

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section Parents’ right to withdraw.

### Teaching and learning strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.

- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
  - It will be emphasised to children that any voluntary sharing of information should be anonymous (for example “someone I know...” rather than “I” or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.
- All staff teaching RSE will be supported and advised by the senior leadership team on these matters as required.

## Managing Difficult Questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school’s RSE statement), provision may be made to address the individual child/young person’s requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## Roles and responsibilities

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE. The Principal is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

Staff will deliver all elements of our Relationships & Sex Education programme in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE will be delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for

topics to be covered in single sex groups; this will be decided by the class teacher after discussion with senior leadership.

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching aspects of RSE should discuss the concern with senior leadership.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

## The role of parents

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and cooperation.

In promoting this we will:

- Inform parents about the school's RSE procedure and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise. We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils.

## Parents' right to withdraw

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE. For primary aged pupils parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. For secondary aged pupils parents have the right to withdraw their child from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Withdrawal will, unless there are exceptional circumstances, be granted up to three terms before a child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's file. The Principal will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## Training

Staff will receive training on the delivery of RSE and it is included in our continuing professional development calendar. The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## Recording, Assessment and Monitoring arrangements

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding. The delivery of RSE is monitored by members of the senior leadership team through non-exhaustive planning scrutinies, learning walks, pupil voice etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This RSE statement will be reviewed and ratified by a member of the senior leadership team at least bi-annually. At every review, the statement will then be approved by the Principal.



## Appendix 1

A summary of the key objectives of the statutory Relationships Education

### Curriculum - primary aged pupils

#### **Families and people who care for me**

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- that people may behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## Curriculum - secondary aged pupils

### **Families**

- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising 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, how to seek help or advice, including reporting concerns about others

### **Respectful relationships**

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of 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)
- In school and in wider society young people 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
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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
- Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

### **Online and media**

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- 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
- What to do and where to get support to report material or manage issues online

- 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
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

#### **Being safe**

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context

#### **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- Young people have a choice to delay sex or to enjoy intimacy without sex
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- Sources of advice, including how to access confidential sexual health advice and treatment

## Appendix 2

### Curriculum map – primary

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p><b>Unit 1: How families support and care for one another</b></p> <p>What is a family; The role of parents; What is marriage</p> <p><b>Unit 2: Caring Friendships</b></p> <p>Understanding the characteristics of good friendships</p>	<p><b>Unit 3: Understanding respect and how it is shown</b></p> <p>Courtesy and manners; Respecting our own and other people's feelings</p>	<p><b>Unit 4: Economic wellbeing and being a responsible citizen</b></p> <p>Belonging to a community; Rights and responsibilities; People who help us; Money and work; Jobs in the community;</p>	<p><b>Unit 5: What is what is fair and unfair, kind and unkind, right and wrong</b></p> <p>To recognise what fairness is and recognise how our behaviour can affect others; Playing by the rules, taking turns and sharing</p>	<p><b>Unit 6: Responsibility and Healthy Lifestyles (physical wellbeing)</b></p> <p>Understanding responsibility and knowing how to take responsibility for our actions, health and wellbeing</p>	<p><b>UNIT 7: Trustworthiness and keeping safe; including online safety</b></p> <p>The attributes of a trustworthy person; Using the internet and digital services; Staying safe online</p>
2	<p><b>Unit 1: Respectful Relationships</b></p> <p>The attributes of a respectful person; Respecting yourself and others (incl. privacy); Respecting the world we live in (incl. environment)</p>	<p><b>Unit 2: Caring about ourselves and others</b></p> <p>Kindness and generosity; people in need; The nature and impact of bullying and how to get help; Building resilience</p>	<p><b>Unit 3: Citizenship - Economic wellbeing and being a responsible citizen</b></p> <p>Different roles and responsibilities people have in their community; Economic wellbeing: money, spending and saving</p>	<p><b>Unit 4: Fairness and online relationships</b></p> <p>To recognise what fairness is and share opinions on things that matter to us; To recognise the nature and impact of online bullying and how to get help; Managing secrets and resisting pressure</p>	<p><b>Unit 5: Responsibility and Healthy Lifestyles (physical wellbeing)</b></p> <p>What responsibility is; responsibility to protect our bodies and to keep healthy and safe; That products and medicines can be harmful if not used correctly; Routines and habits for maintaining good physical and mental health</p>	<p><b>UNIT 6: Trustworthiness and keeping safe; including online safety</b></p> <p>The attributes of a trustworthy person; understanding that rules are there to keep us safe; Ways to keep safe in familiar and unfamiliar environments (incl. online); how to respond in an emergency; Preparing to move to a new class and setting goals</p>
3	<p><b>Unit 1: Respectful Relationships</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite; Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p><b>Unit 2: Caring about ourselves and others</b></p> <p>Characteristics of friendships; Self-centred v other-person centred; Personal boundaries; Basic strategies to help keep safe online ; The similarities and differences of online and face to face bullying</p>	<p><b>Unit 3: Citizenship - Economic wellbeing and being a responsible citizen</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities; Different jobs and skills; job stereotypes; setting personal goals</p>	<p><b>Unit 4: Fairness and online relationships</b></p> <p>How the internet is used: assessing information online; To make safe, reliable choices</p>	<p><b>Unit 5: Responsibility and Healthy Lifestyles (physical wellbeing)</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<p><b>UNIT 6: Trustworthiness and keeping safe</b></p> <p>Identifying and managing risks and hazards; Safety in the local environment incl. familiar and unfamiliar places</p>

Links to our peace curriculum

Caring	Respect	Citizenship	Fairness	Responsibility	Trustworthiness
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The school has always had a policy of responding immediately to personal, health, social and emotional (PHSE) matters if they arise. Therefore the distribution of these units between terms may vary in any given academic year. They may also vary dependent on the level of maturity of the students.

# Statement on Relationships and Sex Education



4	<b>Unit 1 Respectful Relationships</b>  Revise the attributes of a respectful person; Differences and similarities; discussing difference sensitively; Strategies to build positive friendships; respectful communication online; The difference between teasing, hurtful behaviour and bullying	<b>Unit 2: Caring about ourselves and others</b>  Feeling or showing concern for or kindness to others; Managing confidentiality; Managing pressures associated with dares; Managing risks online; Identifying and responding to online bullying	<b>Unit 3: Citizenship - Economic wellbeing and being a responsible citizen</b>  What makes a community; shared responsibilities; Making decisions about money; using and keeping money safe	<b>Unit 4: Fairness and online relationships</b>  Recognise what fairness is and sharing opinions on things that matter to us; Media Literacy and Digital Resilience; How data is shared and used; Understanding how online advertising works;	<b>Unit 5: Responsibility and Healthy Lifestyles (physical wellbeing)</b>  Physical Health and Mental Wellbeing; Maintaining a balanced lifestyle incl. oral hygiene and dental health; Personal identity; recognising individuality and different qualities;	<b>UNIT 6: Trustworthiness and keeping safe</b>  Knowing the attributes of a trustworthy person; Keeping safe in different situations, including responding in emergencies
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<b>Unit 1: Respectful Relationships</b>  Treating others with respect; Respecting others without prejudice or discrimination; Respect for those in authority; Respectful relationships online	<b>Unit 2: Caring about ourselves and others</b>  Characteristics of friendships; Self-centred v other-person centred; Recognising unhealthy friendships, managing conflict and how to ask for help; Managing friendships and peer influence	<b>Unit 3: Citizenship - Economic wellbeing and being a responsible citizen</b>  Money and Work; Identifying job interests and aspirations; What influences career choices; Workplace stereotypes; Protecting the environment; compassion towards others	<b>Unit 4: Fairness and online relationships</b>  Media Literacy and Digital Resilience: How information online is targeted; different media types, their role and impact	<b>Unit 5: Responsibility and Healthy Lifestyles (physical wellbeing)</b>  Physical Health and Mental Wellbeing: Healthy sleep habits; Sun safety; Medications, vaccinations, immunisations. Growing and Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; Support with puberty	<b>UNIT 6: Trustworthiness and keeping safe; including online safety</b>  Safe and unsafe contact; Medicines and household products; drugs common to everyday life
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<b>Unit 1: Caring about ourselves and others</b>  Characteristics of a healthy family life including respect for parents; The characteristics of good friendships; Considering the feelings of others; Recognising unhealthy friendships, managing conflict and how to ask for help	<b>Unit 2: Respectful Relationships</b>  Expressing opinions and respecting other points of view; Respectful relationships: Attraction to others; romantic relationships; civil partnership and marriage; Recognising and managing pressure; consent in different situations	<b>Unit 3: Citizenship - Economic wellbeing and being a responsible citizen</b>  Money and Work: Identifying job interests and aspirations; What influences career choices; Workplace stereotypes	<b>Unit 4: Fairness and online relationships</b>  Valuing diversity; challenging discrimination and stereotypes; Evaluating media sources; evaluating things online	<b>Unit 5: Trustworthiness and keeping safe (physical and online wellbeing)</b>  What affects mental health and ways to take care of it: managing change; managing time online; Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<b>UNIT 6: Responsibility - growing and changing</b>  Growing and Changing: Human reproduction and birth; Increasing independence; managing transitions;
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Links to our peace curriculum

Caring	Respect	Citizenship	Fairness	Responsibility	Trustworthiness
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The school has always had a policy of responding immediately to personal, health, social and emotional (PHSE) matters if they arise. Therefore the distribution of these units between terms may vary in any given academic year. They may also vary dependent on the level of maturity of the students.

## Appendix 3

## Curriculum map – secondary

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

The school has always had a policy of responding immediately to personal, health, social and emotional (PHSE) matters if they arise. Therefore the distribution of these units, or individual lessons from them, between terms may vary in any given academic year. They may also vary dependent on the level of maturity of the students.