

## South Hunsley School

# Relationships and Sex Education Policy

<p><b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	<p>Mitch Trainor Deputy Headteacher</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>South Hunsley School and Sixth Form Local Governing Body</p>
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<p><b>Target Audience:</b></p>	<p>All Staff, Parents, Students</p>
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# Relationships and sex education policy

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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 students develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach students the correct vocabulary to describe themselves and their bodies
- › Help foster student's wellbeing and develop resilience and character. We know these are fundamental to students being happy, successful and productive members of society.

## 2. Statutory requirements

South Hunsley School takes its responsibility to provide relevant, effective and responsible RSE to all its students as part of the school's personal, social, health education (PSCHE) curriculum very seriously. The school wants parents/carers and students to feel assured that Relationships and Sex Education (RSE) will be delivered at a level appropriate to both the age and development of students.

We are required to teach RSE as part of our PSCHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all students must deliver RSE.

At South Hunsley School we teach RSE as set out in this policy.

## 3. Policy development

The PSHE leadership team includes the Personal Development Lead, The Community and Personal Studies Lead, the Director of Sixth form and the Deputy Headteacher. The PSHE leadership team are responsible for the development and implementation of this policy across the school.

This policy should be read in conjunction with the following policies: Bullying; Child Protection; Citizenship; Equal Opportunities and Confidentiality Policy. Staff may wish to read this policy in conjunction with the RSE Statutory Guidance. The policy will be reviewed in response to any new national guidance, particularly, but not exclusively from the DfE.

\*Throughout this document the term 'parents' is used to represent a student's parent, guardian or carer.

The consultation and policy development process involves the following steps:

1. This policy has been written to reflect the latest guidance from the DfE on Relationships and Sex Education 2000 and the National Healthy Schools Standard.
2. This Policy has been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020.
3. Consultation takes place between the PSHE leadership team and across the trust. The policy is regularly reviewed to take account of national changes and to evaluate good practice in the teaching of relationship and sex education. Wider consultation then takes place with the Pastoral Team and those staff responsible for delivering the materials to students.
4. Consultation will also involve parent feedback, in line with the DfE guidance.

5. Recommendations are then made to the Local Governing Body. Revision of the policy will then take place to implement any comments from the feedback received.

## 4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values and is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but this may be adapted as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are as fully informed as possible

## 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 (RE). PSHE will be taught once a fortnight for 60 minutes by a teacher (where possible).

Students may also receive stand-alone sex education sessions delivered by a trained health professional. Health professionals or visitors asked to give talks or offer advice to students will receive guidance from the PSHE leadership team. Talks or discussion groups will form an integral part of the sex education programme and visitors or health professionals will be guided by the PSHE leadership team on the context of their contribution. The PSHE leadership team will be responsible for contacting health professionals or visitors and will organise their work. The School currently work closely with local external agencies and providers, who deliver age appropriate sessions, across Key Stage 3,4 and 5.

The needs of all students, including those with special educational needs, will be met. In accordance with the school's aims and objectives and equal opportunities policy all students will have access to the necessary knowledge and the opportunity to ask questions and discuss all aspects of sex education specified in this policy. This will include resources being differentiated for SEN students, students from different and/or minority ethnic and religious groups through liaising with the school's SEN, RE and Science Department to ensure that all students understand and can access the programme.

Staff will deal with issues around sexual orientation, incidents of homophobic name-calling, incidents of discrimination and bullying within the school by following the school's behaviour policy and procedures. Any concerns that are raised will follow the safeguarding policy.

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 Appendix 1.

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) and the school will abide by the Equality Act 2010 with regards to protected characteristics.

As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them in the booklets that we have developed. The process of assessment will have a positive impact on student's self-awareness and self-esteem.

Celebration of achievement and full engagement contributes to building students' self-esteem, developing a sense of community and belonging and helps create a positive atmosphere in the school. Students will be rewarded for their commitment to PSHE using house points in their planner.

## 7. Roles and responsibilities

### The Local Governing Body

The governing body will approve the RSE policy, and hold the PSHE leadership team to account for its implementation. The PSHE leadership team will have a linked governor to help oversee PSHE across the school.

### The PSHE leadership team

The PSHE leadership team consists of Personal Development Lead, The Community and Personal Studies Lead, the Director of Sixth form and the Deputy Headteacher. They are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

They are responsible for the dissemination about our Sex Education programme including to governors, staff, parents and students. The team will be responsible for parental and student engagement about the content and delivery of RSE and any comments/issues will be used, where appropriate, to help develop and review the RSE policy.

### Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE. Students are expected to engage fully in RSE and, when discussing issues related to RSE and treat others with respect and sensitivity.
- › Monitoring progress
- › Meeting the needs of individual students
- › Ensuring the students take pride in their work and engage in lessons
- › Following the school behaviour policy and implementing the PSHE behaviour report if necessary
- › Rewarding students following the school house point system
- › Staff will be responsible for completing the 'Teacher feedback' task, which is at the end of each unit of work.
- › Responding appropriately to students 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 Deputy Headteacher.

## 8. Parents' right to withdraw

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn.

Parents have the right to withdraw their children from the non-statutory 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 Deputy Headteacher.

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

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff will be invited to meetings with the PSHE team regularly, to help with the delivery of the RSE content and staff confidence.

All material will be shared with staff so that they have to chance to research and understand the content and seek advice if necessary.

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 subject leader through planning scrutinises, learning walks, meetings with staff, feedback from the books and student voice.

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

The PSHE leadership team has a development and evaluation plan and is evaluated by the trust leader for PSHE. The improvement plan is a continued 'working progress' document and the team will meet regularly with the deputy head teacher and also the linked governor to share developments about the implementation and delivery of the curriculum.

Teachers will complete the teacher feedback sheet after each assessment:

- indicate an area of strength, and an area for development.
- for teachers to pose a question which should either promote a deeper understanding of a topic or should enable students to reflect on a piece of work which they have completed.
- The feedback sheet allows the students to respond to this question; students should be given time in lessons to respond to this question.

This policy will be reviewed by the deputy head annually. At every review, the policy will be approved by the governing board and the Headteacher.

# Community and Personal Studies Curriculum Map

**Curriculum Map:** This is the overview of the long-term plans which maps a student's journey through school, from Year 7 to Year 11 or 13; showing the units/topic studied in each year. Detailed end-points are included in LTPs, with more granular knowledge and skills in MTPs.

Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Identity &amp; Diversity (What does it mean to be a British Citizen?)</b></p> <p>What is my identity? British stereotypes Multicultural Britain British Values Rights and inequality- human rights Assessment</p>	<p><b>Identity &amp; Diversity (How do we challenge discrimination in society?)</b></p> <p>Prejudice and discrimination Types of prejudice Hate crimes 1 Hate crimes 2 Challenging hate crimes Assessment</p>	<p><b>Identity &amp; Diversity (How can I be positive local, national and global citizen?)</b></p> <ol style="list-style-type: none"> <li>1. What is character?</li> <li>2. Race and Identity and character</li> <li>3. Toxic Masculinity and character</li> <li>4. Sexual harassment and character</li> <li>5. My character</li> <li>6. Assessment</li> </ol>	<p><b>(How do I take care of my own health and well-being?)</b> Alcohol/binge drinking Drugs Self-Harm</p> <p><b>(What is acceptable and unacceptable in a relationship?)</b> Consent, sexual abuse and rape Fertility, pregnancy and emergency contraception (Miscarriage) Stalking and harassment Domestic violence- Honour based violence Sexting/Porn/Revenge porn</p> <p><b>(Is our world fair?)</b> Fake news and bias Social media validation and safety Women's rights #METOO movement</p> <p><b>11 lessons</b></p>	<p><b>(How do I take care of my own health and well-being?)</b> Gambling and addiction Pressure- gang crime/knife crime/cybercrime Body image Eating disorders and services available Cancer prevention and screening Blood, stem cell and organ donation</p> <p><b>(What is acceptable and unacceptable in a relationship?)</b> Parenting skills STIs and contraception Women's health- Menopause/PCOS/Endometriosis</p> <p><b>essons</b></p>

<p><b>Finance &amp; Careers (What do I need to achieve my goals?)</b></p> <ol style="list-style-type: none"> <li>1. Personal skills- what am I good at</li> <li>2. Skills- working with others</li> <li>3. Budgeting</li> <li>4. What is money? - Social and moral responsibility of money</li> <li>5. Ethical consumerism- Fairtrade</li> <li>6. Assessment</li> </ol>	<p><b>Finance &amp; Careers (How am I responsible in the financial world?)</b></p> <ol style="list-style-type: none"> <li>1. Job expectations- uniform, punctuality etc., Interview and presentation skills</li> <li>2. Types of employment- voluntary, public, private etc</li> <li>3. Stereotypes and employment rights</li> <li>4. Tax contribution- NHS etc.</li> <li>5. Debt</li> <li>6. Assessment</li> </ol>	<p><b>Finance &amp; Careers (What choices do I have next?)</b></p> <ol style="list-style-type: none"> <li>1. GCSE Options Process and advice</li> <li>2. Personality, Life and Career – Stat Program</li> <li>3. Options- apprenticeships, university etc.</li> <li>4. Mortgages</li> <li>5. Financial exploitation- stock market</li> <li>6. Assessment</li> </ol>		
<p><b>Relationships &amp; Sex Education (What is a healthy relationship?)</b></p> <ol style="list-style-type: none"> <li>1. What is a relationship? - Sexuality</li> <li>2. What is consent?</li> <li>3. How do I communicate with others?</li> <li>4. Trust and commitment</li> <li>5. Relationships and the media</li> <li>6. Abuse and relationships</li> <li>7. Assessment</li> </ol>	<p><b>Relationships &amp; Sex Education (What is attraction?)</b></p> <ol style="list-style-type: none"> <li>1. Sexuality</li> <li>2. Sexual Harassment</li> <li>3. Violence against Women and Girls</li> <li>4. Choices around sex- abstaining, readiness, peer pressure etc.</li> <li>5. Sex and the law- Pornography</li> <li>6. Contraception</li> <li>7. Phobias and stigmas- talking about sex stigmas, language, HIV and aids</li> <li>8. Assessment</li> </ol>	<p><b>Relationships &amp; Sex Education (What are safe relationships? Online or in person)</b></p> <ol style="list-style-type: none"> <li>1. Consent-healthy vs. unhealthy relationships</li> <li>2. Consent- Sexual assault</li> <li>3. STIs- prevention</li> <li>4. STIs- treatment and help</li> <li>5. Sexting and digital footprints</li> <li>6. Teenage pregnancy</li> <li>7. Assessment</li> </ol>		



<p><b>Risk &amp; Safety</b> <b>(How can I stay safe online and in person?)</b></p> <ol style="list-style-type: none"> <li>1. What do you want to share- Private and personal life online and offline and consent</li> <li>2. Do I know who I am talking to?</li> <li>3. Social media- tiktok, challenges, apps, online safety, dealing with pressure</li> <li>4. Bullying- trolls</li> <li>5. Gambling (online)</li> <li>6. Online scams</li> <li>7. Assessment</li> </ol>	<p><b>Risk &amp; Safety</b> <b>(What are the dangers of online and personal safety?)</b></p> <ol style="list-style-type: none"> <li>1. County Lines</li> <li>2. Knife crime</li> <li>3. Child sexual exploitation</li> <li>4. Drug Abuse</li> <li>5. Smoking and Vaping</li> <li>6. Alcohol abuse</li> <li>7. Assessment</li> </ol>	<p><b>Risk &amp; Safety</b> <b>(How do I manage a dangerous situation?)</b></p> <ol style="list-style-type: none"> <li>1. FGM</li> <li>2. Exploitation and Human Trafficking</li> <li>3. Extremism</li> <li>4. Drink Spiking</li> <li>5. Forced Marriage</li> <li>6. First Aid</li> <li>7. Assessment</li> </ol>		
<p><b>Healthy Lifestyles</b> <b>(How do I keep my mind and body healthy?)</b></p> <ol style="list-style-type: none"> <li>1. Puberty and hygiene</li> <li>2. What constitutes as a healthy lifestyle?</li> <li>3. What is mental health?</li> <li>4. Mental health communication- talking about feelings modelling</li> <li>5. Bullying – Banter etc</li> <li>6. Managing an upsetting situation</li> <li>7. Assessment</li> </ol>	<p><b>Healthy Lifestyles</b> <b>(What might threaten a healthy lifestyle?)</b></p> <ol style="list-style-type: none"> <li>1. Periods and menstruation</li> <li>2. Cancer Prevention</li> <li>3. Self-Advocacy – My Mental Health</li> <li>4. Self-Advocacy – Pressure from others</li> <li>5. Types of mental health (behaviours)</li> <li>6. Grief- loss and broken relationships e.g. divorce</li> <li>7. Assessment</li> </ol>	<p><b>Healthy Lifestyles</b> <b>(How do we stay resilient in difficult situations?)</b></p> <ol style="list-style-type: none"> <li>1. Social Media Algorithms</li> <li>2. Screen Time</li> <li>3. Body image- airbrushing, fake images</li> <li>4. Eating Disorders</li> <li>5. Depression, Anxiety and Phobias</li> <li>6. Grief (loss and bereavement)</li> <li>7. Assessment</li> </ol>		

<b>How can I contribute to my local community?</b>	<b>How can I contribute to my national community?</b>	<b>How can I contribute to my global community?</b>		
<ol style="list-style-type: none"> <li>1. Advocacy and grassroots politics</li> <li>2. Local politics</li> <li>3. What is sustainability and the SDG's?</li> <li>4. Research, plan and prepare presentation</li> <li>5. Research, plan and prepare presentation</li> <li>6. Presentations lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. National politics</li> <li>2. Options for involvement</li> <li>3. What is sustainability and the SDG's?</li> <li>4. Research, plan and prepare presentation</li> <li>5. Research, plan and prepare presentation</li> <li>6. Presentations lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Global partnerships</li> <li>2. Participating in global politics</li> <li>3. What is sustainability and the SDG's?</li> <li>4. Research, plan and prepare presentation</li> <li>5. Research, plan and prepare presentation</li> <li>6. Presentations lesson</li> </ol>		

# Community and Personal (PSCHE) Long Term Plan- KS5

**Long Term Plan (LTP):** This cumulatively shows what knowledge and skills we expect a student to have at the end of each year (end-points) and outlines the sequence of topics over that year.

Year Group:	12 CP session (2024 TO 2025)	
Topic Title	Length of unit	Key Knowledge/Skills/Concepts
<p><a href="#">Y12 Transition</a> (How do I become a successful sixth-form student?)</p>	<p>3 Induction lessons and 3 Induction tutorials (Autumn 1)</p> <p>1 Induction day workshop (Autumn 1)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Strategies to manage challenges and support success in Sixth Form</li> <li>• Organisational skills</li> <li>• Effective study habits and study plans</li> <li>• Advanced Study Skills</li> <li>• Enrichment and Personal Development</li> <li>• The importance of wider reading</li> <li>• Developing vocabulary</li> <li>• Note-taking</li> <li>• LRC Inductions</li> </ul>
<p><a href="#">Identity &amp; Diversity</a> (How do I recognise and safely challenge prejudice and discrimination? How do I promote inclusion? How does the UK political system work? How can I contribute to my school and local community?)</p> <p><a href="#">Religious Festivals</a></p>	<p>7 Tutorials (Autumn 1)</p> <p>1 Tutorial (Autumn 1)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Equality in the UK &amp; The Equality Act 2010</li> <li>• Challenging discrimination, prejudice and hate crimes</li> <li>• Diversity and inclusion, Change Makers</li> <li>• Feminism and women's rights</li> <li>• LGBTQIA+ awareness</li> <li>• Toxic masculinity- TEAL talk</li> <li>• Challenging racism</li> <li>• <b>Diwali- Religious festival- Hinduism</b></li> </ul> <p><b>Additional Opportunities</b></p> <ul style="list-style-type: none"> <li>• Community Contribution</li> <li>• Charity Challenges</li> <li>• Volunteering and student leadership opportunities</li> </ul>
<p><a href="#">Risk &amp; Safety</a> (How do I manage my online safety and presence and evaluate information online? How do I assess and manage risk and personal safety?)</p> <p><a href="#">Religious Festivals</a></p>	<p>5 Tutorials (Autumn 2)</p> <p>2 Tutorials (Autumn 2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Online presence and reputation</li> <li>• Online safety – cybercrime and online scams</li> <li>• Social media and online stress</li> <li>• <b>Advent- Religious festival- Christianity</b></li> <li>• Evaluating information online</li> <li>• Critical thinking and evaluating information</li> <li>• <b>Christmas- Religious festival- Christianity</b></li> <li>• <b>Hanukah- Religious festival- Judaism</b></li> </ul>

<p><u>Relationships &amp; Sex Education</u> (What is a healthy, safe and respectful relationship?)</p> <p><u>Religious Festivals</u></p>	<p>10 Tutorials (Spring 1, Spring 2)</p> <p>4 Tutorials (Spring 1 and 2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Healthy and unhealthy relationships</li> <li>• Fertility and parenthood</li> <li>• Pregnancy and unintended pregnancy</li> <li>• Contraception</li> <li>• <b>Ramadan- Religious festival- Islam</b></li> <li>• Sexual Health and STIs</li> <li>• Pornography and its impact on society</li> <li>• Revenge pornography and sexting</li> <li>• ‘Honour’ based violence</li> <li>• <b>Eid Mubarak- Religious festival- Islam</b></li> <li>• <b>Lent- Religious festival- Christianity</b></li> <li>• <b>Vaisakhi- Religious festival- Sikhism</b></li> <li>• <b>Passover- Religious festival- Judaism</b></li> <li>• <b>Easter- Religious festival- Christianity</b></li> </ul>
<p><u>Healthy Lifestyles</u> (How do I maintain positive health and well-being?)</p>	<p>9 Tutorials (Summer 1 and 2)</p> <p>1 Tutorials (Summer 1/2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Healthy well-being</li> <li>• Managing stress</li> <li>• Alcohol</li> <li>• <b>Wesak- Religious festival- Buddhism</b></li> <li>• Smoking and vaping</li> <li>• Substance misuse</li> <li>• Drugs- their effects</li> <li>• Types of drugs- Ecstasy</li> <li>• Alcohol- dangers</li> </ul>

# Community and Personal (PSCHE) Long Term Plan KS5

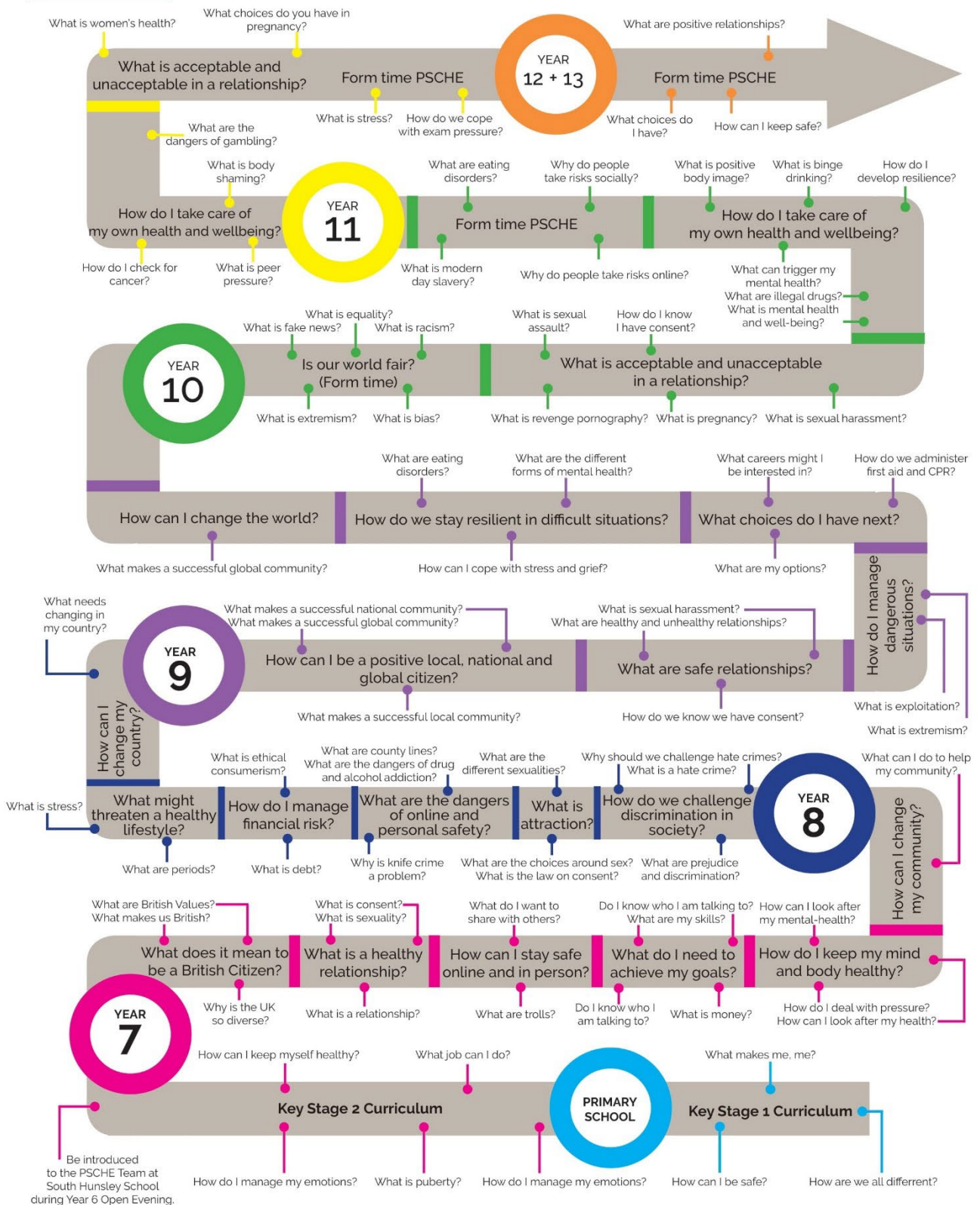
**Long Term Plan (LTP):** This cumulatively shows what knowledge and skills we expect a student to have at the end of each year (end-points) and outlines the sequence of topics over that year.

Year Group:	13 (2024 TO 2025)
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Topic Title	Length of unit	Key Knowledge/Skills/Concepts
<p><b>Finance &amp; Careers</b> (How do I evaluate Post-18 options and pursue pathways which are matched to my personal values, interests, strengths and skills? How do I identify and evidence my strengths and skills when applying and interviewing for future roles and opportunities?)</p>	<p>4 Tutorials (Autumn 1)</p> <p>START Tasks</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• UCAS &amp; Apprenticeship preparation</li> <li>• UCAS &amp; Apprenticeship preparation</li> <li>• UCAS &amp; Apprenticeship preparation</li> <li>• UCAS &amp; Apprenticeship preparation</li> </ul> <p><b>START tasks</b></p> <ul style="list-style-type: none"> <li>• Autumn 1 - 'Fine tuning your CV'</li> <li>• Autumn 2 - 'What is your plan to keep developing skills?'</li> <li>• Summer 2 - 'What work experience have you got in your StartProfile?'</li> </ul>
<p><b>Risk &amp; Safety</b> (How do I assess and manage risk and personal safety?)</p> <p><b>Religious Festivals</b></p>	<p>8 Tutorials (Autumn 1 &amp; Autumn 2)</p> <p>1 Tutorial (Autumn 1)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Dangers and consequences of gangs</li> <li>• Extremism and radicalisation</li> <li>• Gambling</li> <li>• Managing safety when travelling</li> <li>• Managing safety when travelling abroad</li> <li>• Drink-spiking</li> <li>• Strategies to recognise, de-escalate and exit aggressive social situations</li> <li>• Harassment and stalking</li> </ul> <p>• <b>Diwali- Religious festival- Hinduism</b></p>
<p><b>Healthy Lifestyles</b> (How do I maintain positive health and well-being?)</p> <p><b>Religious Festivals</b></p>	<p>3 Tutorials (Autumn 2 &amp; Spring 1)</p> <p>2 Tutorials (Autumn 2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Recognising changes in mental health and well-being, strategies for maintaining positive mental health</li> <li>• Recognising common mental health issues, when support is needed and how to access support</li> <li>• Body image and self esteem</li> <li>• <b>Advent- Religious festival- Christianity</b></li> <li>• <b>Christmas- Religious festival- Christianity</b></li> <li>• <b>Hanukah- Religious festival- Judaism</b></li> </ul>

<p><b><u>Relationships &amp; Sex Education</u></b> <b>(What is a healthy, safe and respectful relationship?)</b></p> <p><b><u>Religious Festivals</u></b></p>	<p>4 Tutorials (Spring 1 &amp; Spring 2)</p> <p>2 Tutorials (Spring 2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Managing mature friendships and making new friends in new places</li> <li>• Personal safety in new relationships, sextortion</li> <li>• Contraception and sexual health revisited</li> <li>• Managing the end of relationships</li> <li>• <b>Eid Mubarak- Religious festival- Islam</b></li> <li>• <b>Lent- Religious festival- Christianity</b></li> </ul>
<p><b><u>Finance &amp; Careers</u></b> <b>(How do I manage my finances and make effective financial choices? What are my employment rights and responsibilities?)</b></p> <p><b><u>Religious Festivals</u></b></p>	<p>3 Tutorials (Spring 2)</p> <p>2 Tutorials (Spring 2)</p>	<p><b>Tutorials:</b></p> <ul style="list-style-type: none"> <li>• Consumer rights</li> <li>• Managing financial contracts</li> <li>• Debt arrangements and repayment</li> </ul> <ul style="list-style-type: none"> <li>• <b>Eid Mubarak- Religious festival- Islam</b></li> <li>• <b>Lent- Religious festival- Christianity</b></li> <li>• <b>Vaisakhi- Religious festival- Sikhism</b></li> <li>• <b>Passover- Religious festival- Judaism</b></li> <li>• <b>Easter- Religious festival- Christianity</b></li> </ul>

# COMMUNITY AND PERSON (PSCHE) CURRICULUM



## Appendix 1: By the end of secondary school students 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 2: 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	