



# The Piggott School

## Wargrave Secondary

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

# Relationships and Sex Education, and Health Education Policy

This policy aligns with the guidance from the Church of England and the DFE on RSE and HE. Its aim is to promote the values of dignity and respect, alongside equality and inclusivity as seen in the publication Valuing all God's Children which provides Church of England schools with guidance to "offer a safe and welcoming place for all God's children". This policy is underpinned by our core school values of: Respect, Equality, Honesty, Dedication, Courage and Love.

STATUS OF POLICY:	Statutory Policy
COMMITTEE RESPONSIBLE:	SMSC Committee
SMSC COMMITTEE APPROVAL:	3 <sup>rd</sup> March 2022
NOTED BY THE GOVERNING BODY	5 <sup>TH</sup> May 2022
REVIEW DATE:	March 2025 or earlier if the statutory guidance changes

## Index to Sections

1. Rationale
2. Aims
3. Statutory Requirements

4. Policy Development
5. Definitions
6. Curriculum Design
7. Curriculum Provision
8. Roles and Responsibilities
9. Parents' Right to Withdraw
10. Training
11. Monitoring Arrangements

## Appendices

Appendix 1 - By the end of secondary school pupils should know (content outlined in the Department for Education *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019)

Appendix 2 - Curriculum Map (*example of 2021/22*)

Appendix 3 - Right to Withdraw Parental Form

Appendix 4 – Useful Links

## Core Documents underpinning this policy

- Department for Education's Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- The Church of England's *Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools*, November 2019

[https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

- The Church of England's *Valuing All God's Children*, Summer 2019

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

- Ofsted review of sexual abuse in schools and colleges

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400000/Review_of_sexual_abuse_in_schools_and_colleges_-_GOV.UK_(www.gov.uk).pdf)

## 1. Rationale

At The Piggott Church of England School, our aim is for all our young people to flourish and to gain every opportunity to live fulfilled lives. Strong Relationships and Sex Education (RSE) and Health Education (HE) is a key contributor to this and will teach about healthy relationships and lifestyle choices, where young people are able to “cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others”.

Guided by the Church of England, parent and student views and the Department for Education (DfE) statutory requirements, RSE and HE at The Piggott School are rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of stable, loving and committed relationships as the context for sexual relationships. *‘Healthy relationships and sex are good gifts from God and should bring joy’* is our starting point for teaching RSE. Strong HE enables students to make healthy choices in terms of both their physical and mental well-being, so *‘that they might have life, and have it abundantly’*.

Our students want to prepare for the opportunities, joys, challenges and responsibilities of being in relationships with other people. RSE and HE must therefore provide the understanding, vocabulary and strategies young people need to keep themselves healthy, safe and to thrive within good relationships of all kinds. RSE should give young people accurate information to equip them for life in the modern world, make informed decisions, and ensure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

RSE and HE must be inclusive and meet the needs of all students. We aim to provide RSE and HE that is suitable for students with different needs, including students who are particularly vulnerable and pupils with SEND needs.

In accordance with the Church of England’s *Valuing all God’s Children* as well as their *Charter for Faith Sensitive and Inclusive Relationships and Sex Education (RSE)*, we commit to the following:

- To work in partnership with parents and carers.
- That RSE and HE will be delivered professionally and as an identifiable part of PSHE.
- That RSE and HE is delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- That RSE and HE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
- That RSE and HE will promote healthy, resilient relationships set in the context of character and virtue development.
- That RSE and HE is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
- To take particular care to meet the individual needs of all pupils, including those with special needs and disabilities.
- To seek pupils' views about RSE and HE so that the teaching can be made relevant to their lives.

As a school working in partnership with parents, we will actively promote **healthy well-being, staying safe, developing healthy relationships, and protecting self-esteem and good mental health** within our RSE and HE programme, essential aims in contributing to an education that **develops dignity and respect**, laying strong foundations for adult life and enabling our young people to 'live life to the full'. **The aforementioned are all upheld through our core school values of: Respect, Equality, Honesty, Dedication, Courage and Love.**

## 2. Aims

The aims of our policy are to:

- Provide a RSE and HE curriculum which promotes the values of Dignity and Respect, and those outlined in the publication *Valuing all God's Children* and the *Church of England's Charter for Faith Sensitive and Inclusive Relationships and Sex Education*
- Provide a framework in which sensitive discussions can take place
- Prepare students 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

- Support students to live a healthy life, promoting both physical and mental well-being
- Support the core school values of: Respect, Equality, Honesty, Dedication, Courage and Love

### 3. Statutory Requirements

As a secondary academy, we must provide RSE and HE to all students as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE and HE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#). DfE statutory guidance [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery.

The policy also follows the requirements set out in the Equalities Act 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

At The Piggott Church of England School, we teach RSE and HE, as set out in this policy.

### 4. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – Staff collated all relevant information and discussed with the Governing Body
- Staff/Governor consultation – all school staff and Governors were given the opportunity to look at the policy and make recommendations
- Parent consultation – all parents were invited to comment on the planned curriculum provision via an online survey
- Student consultation – representative students across Years 7 to 13 discussed their views on RSE provision and completed a survey
- Review of draft policy by Senior Leadership Team, Governors and Parents
- Ratification – once amendments were made, the policy was shared with governors and ratified.
- Reviewed – The SMSC Committee review the policy triennially or earlier if there are any changes to the statutory guidance

## 5. Definitions

**RSE** (Relationships and Sex Education) covers the emotional, social and cultural development of students, 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.

**HE (Health Education)** is about supporting students to to make well informed, positive choices for themselves that seek to support their own health and wellbeing.

## 6. Curriculum Design

Following statutory guidance from the DfE on content in Appendix 1, our curriculum set out as per Appendix 2 includes specific links to RSE, however, this may be adapted this 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 appropriately so students are fully informed. Note – the content of lessons may vary based on the needs of specific cohorts and/or recent national/international events. Lessons are taught by the RE department – thus offering a consistent approach throughout.

## 7. Curriculum Provision

RSE and HE is taught via subject specific programmes of study and within the personal, social, health and economic (PSHE) education curriculum. RSE content is mainly delivered via teacher led lessons for Years 7-11, **assemblies, guest speakers, activity days** and **form time**. Biological aspects of RSE and HE are taught within the science curriculum, and many other elements are included in religious education (RE). Subjects such as PE, Drama and Food also cover elements of the content. Sixth Form provision is delivered through a series of expert, external, speakers in the **Year 12 'Pastoral Studies' and 'Curriculum enrichment'** programmes and through Sixth Form **assemblies in Year 12 and Year 13**. The Sixth Form Curriculum Enrichment sessions also provide an opportunity for RSE and HE matters to be addressed and discussed in smaller groups.

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

### Themes include:

- Families
- Respectful relationships, including friendships – to include reference to peer on peer abuse
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

HE focuses on opportunities for teaching students about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions.

### Themes include:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic First Aid
- Health and prevention
- Changing adolescent body

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g. looked after children or young carers.

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

## **8. Roles and Responsibilities**

### **8.1 The Governing Body**

The Governing Body will approve the RSE Policy, and hold the Headteacher to account for its implementation.

The Governing Body has delegated the approval of this policy to the SMSC Committee.

## **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

## **8.3 Staff**

Staff are responsible for:

- Delivering RSE and HE in a sensitive way
- Modelling positive attitudes to RSE and HE
- 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 and HE

Staff do not have the automatic right to opt out of teaching RSE and HE. Staff who have concerns about teaching RSE and/or HE are encouraged to discuss this with the Headteacher.

### **Key Roles involved in planning and delivery of RSE and HE:**

- PSHCE Coordinator
- Heads of Year
- Assistant Heads of Year
- Deputy Headteacher
- Science and RE teachers

Other classroom teachers across a range of subjects taught within the school including Drama, PE & Food.

## **8.4 Students**

Students are expected to engage fully in RSE and HE and, when discussing issues related to RSE and HE, treat others with dignity, respect and sensitivity.

## **9. Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing on the form found in Appendix 3 of this policy, and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the student's educational file. The Headteacher will discuss the request with parents and take appropriate action.

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

## **10. Training**

Staff who deliver RSE and HE are provided with appropriate training. When needed, visitors from outside the school, such as school nurses or sexual health professionals, may provide support and training to staff teaching RSE.

## **11. Monitoring Arrangements**

The delivery of RSE and HE is monitored by the PSHE Coordinator and Assistant Headteacher through:

- reviewing resources
- discussions and feedback from students
- learning walks/lesson drop-ins

## Relationships and Sex Education

RSE 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>

RSE 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>
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>

## Health Education

HE TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

THE TOPIC	PUPILS SHOULD KNOW
Basic first aid	<ul style="list-style-type: none"><li>• Basic treatment for common injuries.</li><li>• Life-saving skills, including how to administer CPR.</li><li>• The purpose of defibrillators and when one might be needed.</li></ul>

<b>PSHE &amp; RSE Curriculum Overview</b> <b>As taught by the RE Department</b> <b>2021-2022</b>				
	<b>Autumn Term: Individual Health &amp; Well-Being</b>	<b>Spring Term: Relationships</b>	<b>Summer Term: Living in the Wider World</b>	
Year 7	Transition to Secondary School <b>Physical Health (&amp; Weight)</b> Mental Health and Well-being <b>Bullying</b> <b>Puberty</b>	Self-worth Healthy Relationships <b>Relationship Boundaries</b> (romantic, friendship, familial, wider) <b>Unwanted contact</b>	FGM Addressing Stereotypes <b>Discrimination</b> Racism	Those highlighted in <b>yellow</b> are part of the RSE Statutory Framework & Guidance (September 2020)
Year 8	Emotional Well-being Emotional Literacy Body image Periods	<b>Gender Identity</b> & Sexual orientation <b>Consent</b> <b>Sexting &amp; Online safety</b> Break Ups Domestic Conflict	Drugs Alcohol National Identity <b>Discrimination (sexism, homophobia, biphobia, transphobia)</b>	Those highlighted in <b>green</b> respond to local data from the ONS (2021-2022)
Year 9	<b>Personal Identity</b> <b>Healthy and unhealthy friendships (peer on peer abuse)</b> Assertiveness Self worth <b>Self harm</b>	<b>Consent (in intimate relationships)</b> Teenage pregnancy Risk of STI's <b>Attitudes to pornography</b>	Peer Pressure Gang culture & <b>Gang exploitation</b> Knife Crime Acid attacks	Those highlighted in <b>pink</b> respond to issues raised by student voice and student councils (2020-2022)
Year 10	<b>Personal Identity</b> <b>Mental well-being</b> Influence of role models & media Positive Body image Eating Disorders	Emotions in relationships <b>Sex and relationships (myths, challenges, expectations, pleasure)</b> Sexting <b>Abuse in relationships</b> <b>Impact of pornography on relationships</b> <b>Revenge porn</b>	Screen Time Awareness Gambling Addressing Extremism & radicalisation <b>Responding to ONS Data – Self harm</b>	

Year 11 (From 2022 Onwards)	Stress Management Personal responsible Health choices Goals/Aspirations & Self-efficacy Individual safety in independent contexts	Relationship communication & challenges Pregnancy Parental responsibilities	Activism Project Racism and Language Responding to ONS data – NEET's	
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KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
KS3	<p><b>Growing Up and Changing Relationships</b></p> <p>This topic introduces students to the physical, social and emotional changes during puberty. The unit also looks at the changes in relationships in puberty and what the features are of a healthy/unhealthy relationships with friends and parents and how to cope with the emotional changes puberty triggers. FGM is discussed with students in this module.</p> <p>Example resources include-</p> <p><a href="https://bettyforschools.co.uk/">https://bettyforschools.co.uk/</a></p> <p><a href="https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/">https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/</a></p> <p><b>Staying Safe</b></p> <p>Part of this introduces students to the concept of digital footprints and cyberbullying. Its ultimate aim is to inform students on how to act when in contact with this issue. It does this by informing students on the meaning of cyberbullying, having them explore potential case studies of cyberbullying and then articulating how to best respond when involved in scenarios similar to these case studies. Students are introduced to the role of the 6<sup>th</sup> Form mediators.</p> <p><a href="https://nationalonlinesafety.com/lesson-plans">https://nationalonlinesafety.com/lesson-plans</a></p> <p><b>Mediators Resolving Conflict</b></p>	<p>Families Respectful Relationships Being Safe</p> <p>Online and Media Respectful Relationships</p> <p>Respectful Relationships</p>	<p>What are the different types of stable, committed relationships?</p> <p>What makes a relationship healthy?</p> <p>What changes occur during puberty?</p> <p>Who can you talk to if you have questions about growing up?</p> <p>What is FGM?</p> <p>How to use social media to form healthy /unhealthy relationships?</p> <p>What is cyberbullying/trolling?</p> <p>What should we do if we see/experience online bullying?</p> <p>What is our 'digital footprint'? What should we share/not share online?</p> <p>What may friends behave differently online?</p> <p>How can you resolve conflict with friends?</p> <p>What is the role of 6<sup>th</sup> for Mediators? How can they help?</p>

<p><b>Adolescent Identity and Development</b></p> <p>Using emerging knowledge on adolescent brain development, this topic focuses on some of the challenges that the students are facing/will face as they journey towards mid-adolescence. It provides opportunities to focus on specific issues that teenagers might face, including recognising changes, relationships with parents, risk-taking and variation in mood.</p> <p><b>Savvy Social Media</b></p> <p>This topic aims to build on e-safety learning students have from primary school and Year 7, but tackles issues which emerge in Year 8. Topics currently covered include awareness of digital footprint, cyberbullying, sexting, online well-being and self-esteem, as well as online grooming and sexting alongside healthy and unhealthy online relationships.</p> <p>Example resources include-</p> <p><a href="https://swgfl.org.uk/resources/so-you-got-naked-online/">https://swgfl.org.uk/resources/so-you-got-naked-online/</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe--computing-ks3--ks4-online-grooming/zr88382">https://www.bbc.co.uk/teach/class-clips-video/pshe--computing-ks3--ks4-online-grooming/zr88382</a></p> <p><a href="http://www.learningcurve.info/products/pshe/50-safety-for-young-people.html">http://www.learningcurve.info/products/pshe/50-safety-for-young-people.html</a></p> <p><a href="https://www.kent.ac.uk/sspsr/ccp/game/Lottieindex.html">https://www.kent.ac.uk/sspsr/ccp/game/Lottieindex.html</a></p> <p><a href="https://nationalonlinesafety.com/lesson-plans">https://nationalonlinesafety.com/lesson-plans</a></p> <p><b>Mental Health and Wellbeing</b></p> <p>This topic supports students in understanding their own mental health and well-being. Students are encouraged to seek help and support and understand how healthy relationships can have a direct link to their own resilience and mental health and well-being. Students are also introduced to strategies to help cope with anxiety and stress.</p> <p>Example resources include-</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and</a></p> <p><a href="https://www.minded.org.uk/">https://www.minded.org.uk/</a></p> <p><b>Drugs and Alcohol Education</b></p> <p>This topic examines how peer pressure and unhealthy friendships can lead to risk-taking behaviours. Students are introduced to the effects and consequences of drug and alcohol use</p>	<p>Being Safe Respectful Relationships</p> <p>Being Safe Online and Media Respectful Relationships</p> <p>Being Safe Respectful Relationships</p> <p>Being Safe Respectful Relationships</p>	<p>What are the main issues with parents as you become more independent? Why do teenagers take risks? What is the impact of the consequences of risk-taking behaviour? Are teenagers naturally moody? How may this affect your relationships?</p> <p>What are your rights and responsibilities online? How should you behave online? What is the impact of cyberbullying? Is it acceptable to make friends with strangers you meet online? What should you 'share' online? Why sext and what is the impact? What is your digital footprint? How is information and data on you gathered, collected and shared? How can you get support when reporting and managing issues online? How can you be 'healthy' online?</p> <p>How do healthy relationships impact your mental health and well-being? Where can you get support when you have concerns about mental health and well-being?</p> <p>Why may you feel pressured to take 'risks'? What impact may these risks have on you? What can friends do to help?</p>
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KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
	<p>Example resources include-  <a href="http://mentor-adepis.org/planning-effective-education/">http://mentor-adepis.org/planning-effective-education/</a></p> <p><b>Self Esteem and dealing with Anxiety and Self-Harm</b></p> <p>This topic allows students to explore issues that impact their self-esteem and, therefore, relationships. It may use resources from the Dove ‘Self-Esteem’ programme.</p> <p>Example resources include-  <a href="https://www.dove.com/uk/dove-self-esteem-project.html">https://www.dove.com/uk/dove-self-esteem-project.html</a></p> <p><b>Respect and Understanding ‘Second Thoughts’</b>  <a href="https://www.equaliteach.co.uk/">https://www.equaliteach.co.uk/</a></p>	<p>Respectful Relationships</p>	<p>How does the media affect how we view ourselves?  What is the link between self-esteem and healthy relationships?  How does stereotyping cause damage?  Why is racism dangerous?</p> <p>What are the legal rights and responsibilities regarding equality?</p>

<p><b>Extremism (Prevent)</b></p> <p>This topic develops students' knowledge and understanding of extremism as part of the Prevent strategy. Following an exploration of British Values, the aim is for students to develop a full understanding of the many and varied types of extremist groups which exist currently and challenge any misconceptions. The concept of online grooming is also explored through an interactive, online case study and what might make an individual susceptible to extremist influences. Students also investigate how extremist groups use social media to recruit individuals, how they can challenge such practices and stay safe themselves.</p> <p>Example resources include-</p> <p><a href="https://www.kent.ac.uk/sspsr/ccp/game/zakindex.html">https://www.kent.ac.uk/sspsr/ccp/game/zakindex.html</a></p> <p><a href="https://therespectprogramme.org.uk/">https://therespectprogramme.org.uk/</a></p> <p><b>Equality and Relationships</b></p> <p>This topic looks at equality in society and how the law reflects this in different types of relationships. This unit looks at the importance of equality within relationships and factors that may undermine this. Issues such as racism, sexism, and homophobia and related equality issues are also discussed.</p> <p><b>Healthy Relationships</b></p> <p>This topic introduces students to choices in intimate relationships including abstinence, contraception and laws surrounding sexual relationships. Students discuss pressures to have sex and the meaning of consent to support understanding of healthy relationships. Students discuss peer pressure, resisting pressure and not pressurising others when it comes to sexual relationships, alongside the impact of viewing sexually explicit material on relationships.</p> <p>Example resources include-</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h">https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-dealing-with-pressures-to-have-sex/zbwd7nb">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-dealing-with-pressures-to-have-sex/zbwd7nb</a></p> <p><b>Basic First Aid</b></p>	<p>Online and Media Being Safe Respectful Relationships</p> <p>Being Safe Respectful Relationships</p> <p>Being Safe Intimate and Sexual Relationships inc Sexual Health Respectful Relationships</p> <p>Being Safe</p>	<p>What are British Values? What is extremism? Why do people join extremist groups? What is the impact of viewing harmful content online? How can we stay safe from extremists?</p> <p>What are the legal rights and responsibilities regarding equality? What is the legal status of different types of relationships? What are the laws that 'keep us safe'?</p> <p>What are the different types of contraception? (including abstinence) What are STIs, what are the effects of having an STI and how can they be prevented? Where can I seek help and support if I am considering an intimate relationship? What are the core features of a healthy intimate relationship? How may viewing sexually explicit material give a distorted picture of a healthy relationship?</p>
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KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
	<p>Students are taught basic first aid techniques via a series of CP lessons.</p> <p><b>Examples like Chelsea’s Choice / County Lines Performances and Assemblies may be arranged.</b></p> <p><b>NOTE- Adaptions are made to the KS3 provision in light of the needs of the specific cohort and/or national/international events.</b></p>		<p>How can you protect yourself online?</p> <p>What can we learn from these individuals’ stories about forming healthy relationships?</p>



KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
KS4	<p><b>Stand-alone PSHE lessons including:</b></p> <ul style="list-style-type: none"> <li>• What is consent?</li> <li>• Stress</li> <li>• Domestic Violence</li> <li>• Drug awareness</li> <li>• Personal Development</li> <li>• My Health and Wellbeing</li> <li>• Self-harm</li> <li>• Sexting</li> <li>• Body Language and Body Awareness</li> <li>• Healthy Body/Healthy Mind</li> <li>• Resilience</li> <li>• My Feelings</li> <li>• Sex and Relationships</li> <li>• Emotions</li> </ul> <p>Example resources include-</p> <p><a href="https://www.nusconnect.org.uk/articles/sexual-consent-is-not-like-tea?">https://www.nusconnect.org.uk/articles/sexual-consent-is-not-like-tea?</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-citizenship-ks4-gcse-i-never-said-yes/z6sxjhv">https://www.bbc.co.uk/teach/class-clips-video/pshe-citizenship-ks4-gcse-i-never-said-yes/z6sxjhv</a></p> <p>-Managing exam stress</p> <p>-See beyond race – Racial Equality, to include Black History content.</p> <p>-Time to change and mental Health</p> <p><b>NOTE- Adaptions are made to the KS4 provision in light of the needs of the specific cohort and/or national/international events.</b></p>	<p>Intimate and Sexual Relationships incl. Sexual Health</p> <p>Respectful Relationships including friendships</p> <p>Being Safe</p> <p>Online and Media</p> <p>Healthy Choices</p>	<p>What is sexual pressure and how can you manage/resist/react to it?</p> <p>What are my choices in relation to sex?</p>

KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
Sixth Form	<p><b>Year 12/13 Pastoral Studies Programme. Delivered in curriculum enrichment time, tutor time and during assemblies.</b></p> <p><b>Content across KS5 includes:</b></p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Consent</li> <li>• Exam preparation and associated stress/anxiety</li> <li>• LGBT rights</li> <li>• Time management and associated stress/anxiety</li> <li>• Counselling</li> <li>• Dealing with grief and loss</li> <li>• Togetherness</li> <li>• Resilience</li> <li>• Hope</li> <li>• Alcohol awareness and associated health risks</li> <li>• Mental Health Awareness</li> <li>• STD and STI and associated health issues</li> <li>• Social media</li> </ul> <p><b>NOTE- Adaptions are made to the KS5 provision in light of the needs of the specific cohort and/or national/international events.</b></p>	<p>Intimate and Sexual Relationships incl. Sexual Health</p> <p>Respectful Relationships including friendships</p> <p>Being Safe</p> <p>Online and Media</p> <p>Healthy Choices</p>	<p>What is a healthy/unhealthy/exploitative relationship?</p> <p>What is consent? What choices do I have? What are the laws concerning consent, assault and rape? Why do people send sexts and what are the laws surrounding it?</p> <p>How do you stay safe as an older teenager? What are the laws concerning consent, drugs and alcohol? What are the signs young people are being exploited?</p> <p>Why do young people take risks and what impact can this have on risky sexual behaviour? How can risks be best managed by older teenagers in terms of drugs and relationships?</p> <p>How can alcohol impact on relationships? How can people seek help and support?</p> <p>What impact can (potential) relationships have on safety?</p> <p>How can we challenge the stigma around mental health? What are anxiety and depression? What are the five steps to well-being? How can a young person volunteer with charities to support others?</p>

<p>Subject Specific Provision</p>	<p>Aspects of the RSE and HE programme are also delivered via the curriculum of specific subjects in-line with those aspects covered in the National Curriculum Programmes of Study:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf</a></p> <p>Further details include:</p> <p><b>Religious Education</b></p> <p>The RS curriculum follows the guidance set out in the National Curriculum. All students take RS from Year 7 to full course GCSE in Year 11.</p> <p>In Years 7 and 8 students examine Islamic and Christian values and how they impact on relationships e.g. understanding forgiveness. Via the GCSE course, students explore how Christian and Buddhist values link to respectful relationships and family. Issues discussed include family types (including co-habitation), marriage and divorce, family values, sex before marriage, contraception (including abstinence), sexism, and homosexuality</p> <p>A-Level students explore relationships at a deeper level by exploring how Christian teaching on feminism, celibacy, homosexuality, marriage, and transgender is affected by changes in society.</p> <p><b>Science</b></p> <p>RSE and HE is supported via the Science curriculum which follows the Science National Curriculum and the specifications of the GCSE and A-Level exam boards. On occasion individuals with SEN needs may have aspects of the KS3 curriculum linked to sexual health delivered at a later date than their peers.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf</a></p>	<p>Respectful Relationships inc friendships</p> <p>Intimate and Sexual Relationships inc sexual health</p> <p>Intimate and Sexual Relationships inc sexual health</p>	<p><b>Religious Education</b></p> <p>What is the role of marriage?  How is marriage affected by faith?  How do different faiths value family and marriage?  How do different faiths view sexual intimacy, pregnancy and abortion?  What views do different faiths have on different types of relationships e.g. civil partnerships, same-sex relationships, co-habitation?  How do religious values adapt to changes in society?</p> <p><b>Science</b></p> <p><b>KS3</b></p> <p>What is reproduction and pregnancy (including miscarriage)?  What is the impact of the use of recreational drugs? (see Reproduction and Health topics in KS3 Science National Curriculum Programme of Study)  What is healthy eating? What impact can an unhealthy Diet have?  Why is exercise important to health?</p> <p><b>KS4</b></p>
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	<p><b>Drama</b></p> <p>The Drama curriculum follows the Drama National Curriculum and the specifications of the GCSE and A level exam boards. Many issues linked to relationships are explored implicitly through the study of different texts, themes, and issues.</p> <p><a href="https://www.gov.uk/government/publications/gcse-drama">https://www.gov.uk/government/publications/gcse-drama</a></p> <p><b>PE</b></p> <p>The PE curriculum follows the National Curriculum and the specifications of the GCSE and A level exam boards. A key theme within PE is the concept of resilience via a platform for students to work on challenges and persevere to achieve these. Students take on different roles in both team games and individual activities and support each other within lessons. The impact of a healthy, active lifestyle is promoted and includes the benefits of exercise and diet on an individual's health and well-being, both physically and mentally. Many issues linked to relationships and health are explored implicitly through team and individual sports PE.</p> <p><b>Food Technology</b></p> <p>Food Technology lessons follow the National Curriculum and the specifications of the GCSE and A level exam boards. In Food and Nutrition students explore the</p>	<p>Respectful Relationships including friendships Being Safe Online and Media</p> <p>Respectful Relationships including friendships Being Safe</p> <p>Healthy Choices</p>	<p>How is fertility impacted by lifestyle? What are the advantages of certain contraceptive methods? What is IVF?</p> <p><b>KS5</b> How does the HIV virus work?</p> <p><b>Drama</b> How do relationships contribute to human happiness?- What are the characteristics of positive healthy friendships? What practical steps can you take to support respectful relationships? How can stereotyping cause damage? How can we ensure we have a society that treats people with respect? What is the impact of bullying? What are the responsibilities of bystanders? How can we actively communicate and recognise consent from others?</p> <p><b>PE</b> How can exercise support a healthy body and mind? How can we overcome challenges in relationships? What makes a good 'team'? How can we support our peers? How can sport teach us to be resilient?</p>
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KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
	<p>different aspects of healthy eating, including The sources and function of protein and carbohydrates, vitamins and minerals, and their role in maintaining good health. Students are introduced to The Eatwell Guide to help them in making informed choices for a varied and balanced diet. This content is explored at GCSE at greater depth alongside understanding the current guidelines for a healthy diet, including portion size and how people’s nutritional needs change and how to plan a balanced diet for different life stages.</p>		

<p>Whole School opportunities</p>	<p><b>Whole school values via assembly programme. Our school values are:</b> Respect, Equality, Honesty, Dedication, Courage and Love.</p> <p>A wide range of topics are covered that embed healthy relationships including core school values of Respect, Equality, Honesty, Dedication, Courage and Love.</p> <p>This includes speakers from the Church community who discuss Christian teaching on healthy and safe relationships, and the role of tolerance and acceptance</p> <p><b>Example assembly themes during 2019/2020 included-</b></p> <ul style="list-style-type: none"> <li>• Black History month</li> <li>• Mental health awareness week</li> <li>• Homeless Awareness week</li> <li>• Restart a heart</li> <li>• Readifood</li> <li>• Energy Saving week</li> <li>• Remembrance</li> <li>• Anti-bullying</li> <li>• Road safety</li> <li>• Computer security day</li> <li>• Aids day/Anger awareness</li> <li>• Human Rights</li> <li>• Stephen Lawrence Day</li> <li>• Stress Awareness Month</li> <li>• Sun Awareness Week/Skin cancer awareness month</li> <li>• Christian Aid</li> <li>• National Walking month/Walk to School</li> <li>• Child safety week</li> <li>• My Money week</li> <li>• RNLI/Drowning prevention week</li> <li>• National School Sports Week</li> <li>• School Diversity Week</li> <li>• National transplant and organ donation week</li> <li>• International Day of Friendship</li> </ul> <p><b>Via curriculum delivery</b></p>	<p>Respectful Relationships including friendships</p> <p>Being Safe</p> <p>Online and Media</p>	
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KEY STAGE	DELIVERY	RSE TOPIC LINKS	RSE KEY QUESTIONS
	<p>See above for Key Stage specific content delivered via Science, RE, PE, Food and Drama</p> <p><b>Christian Union Group</b></p> <p><b>Health and Well-being across whole school</b> e.g, School counsellors, 6<sup>th</sup> Form Mentors,</p> <p><b>School community events</b></p> <p><b>Healthy eating via school canteen provision</b></p> <p><b>After school clubs across all year groups</b></p> <p><b>Various Sports teams and events e.g.</b> Year teams for wide range of sports, Inter-house Competitions, Sports Day.</p> <p><b>Mentoring Programme</b> 6<sup>th</sup> Form students are trained to support younger students with relationships and friendships.</p>		

Please complete and return to school **'For the attention of the Headteacher'**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex education provision			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

### **CHURCH OF ENGLAND GUIDANCE**

<https://www.churchofengland.org/more/media-centre/stories-and-features/relationships-and-education>

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

### **GENERAL RSE GUIDANCE**

<https://learning.nspcc.org.uk/media/1682/briefing-summary-dfe-guidance-relationships-education-sex-health-education-england.pdf>

### **DFE GUIDANCE**

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

<https://www.gov.uk/government/publications/education-for-a-connected-world>

### **OFSTED REPORT ON PEER ON PEER ABUSE**

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)

### **NATIONAL CURRICULUM**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

### **SUGGESTED LESSON/ LEARNING RESOURCES**

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

<https://www.dosreforschools.com/>

<https://www.dove.com/uk/dove-self-esteem-project.html>

<https://bettyforschools.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/>

<https://swgfl.org.uk/resources/so-you-got-naked-online/>

<https://www.youtube.com/watch?v=Ur8G8kOYEfl&feature=youtu.be>

<https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h>

<https://www.bbc.co.uk/teach/gcse-national-5-pshe-modern-studies/zfwtrj6>

