



Aspire | Commit | Succeed

Relationships and sex education policy

Date of Policy: Summer 2022

Next Review Date: Summer 2024

Curriculum & Standards

The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity

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1. Aims

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

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

At Alperton Community School, we believe that it is vital to inform children and young people about relationships, emotions, sex, sexuality and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Statutory requirements

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

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Alperton Community School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to Discuss the policy during parents evenings and other school events
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSE

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
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- Will establish a safe learning environment in which open and non-judgemental discussions about sex, sexuality and sexual health can be held.
 - Will develop a class agreement to ensure acceptable boundaries for discussion that safeguard children, young people and professionals.
 - Will respect the privacy and confidentiality of children and young people within the boundaries of child protection, and informing young people of these rights.
 - Will use methods that encourage children and young people to participate in their learning.
 - Will ensure all students can access this curriculum regardless of their needs
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- Will link RSE to information about advice services that children and young people can access. **(See Appendix 3)**
 - 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 (RS).
 - All students will learn the same things however where possible opportunities will be made for students to discuss matters further in single sex groups or individually.
 - Students will be made aware of whom to go to when they need help and advice. There will be information available around the school.
 - Pastoral and PSHE staff are available for support.

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key

messages We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

RSE will be taught by teachers through our PSHE curriculum. Form tutors will deliver most aspects of the curriculum with occasional 'drop down' days for sensitive subjects such as FGM.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Meghan Cathcart through:

- Learning walks and regular feedback sessions. Team planning and external support
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Ms Lazare every two years. At every review, the policy will be approved by the Curriculum and Standards governing committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

KS3 Curriculum		
1. Health and Wellbeing	2. Relationships and Sex Education	3. Living in Wider World
self concept	Positive relationships	Learning Skills
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	L1. study, organisational, research and presentation skills
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	R2. indicators of positive, healthy relationships and unhealthy relationships, including online	L2. to review their strengths, interests, skills, qualities and values and how to develop them
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	L3. to set realistic yet ambitious targets and goals
H4. simple strategies to help build resilience to negative opinions, judgements and comments	R4. the difference between biological sex, gender identity and sexual orientation	L4. the skills and attributes that employers value
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	R5. to recognise that sexual attraction and sexuality are diverse	L5. the skills and qualities required to engage in enterprise
mental health and emotional wellbeing	R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	L6. the importance and benefits of being a lifelong learner
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	Choices and pathways

H7. the characteristics of mental and emotional health and strategies for managing these to challenge stigma, myths and misconceptions associated with help-seeking and	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
H8. the link between language and mental health stigma and develop strategies mental health concerns	Relationship Values	L8. about routes into work, training and other vocational and academic opportunities, and progression routes
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	R9. to clarify and develop personal values in friendships, love and sexual relationships	L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	R10. the importance of trust in relationships and the behaviours that can undermine or build trust	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
Healthy lifestyle	R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	Work and Careers
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	Forming and maintaining respectful relationships	L12. about different work roles and career pathways, including clarifying their own early aspirations
H15. the importance of sleep and strategies to maintain good quality sleep	R13. how to safely and responsibly form, maintain and manage positive relationships, including online	Employment rights and responsibilities
H16. to recognise and manage what influences their choices about physical activity	R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	L13. about young people's employment rights and responsibilities
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	R15. to further develop and rehearse the skills of team working	L14. to manage emotions in relation to future employment
H18. what might influence decisions about eating a balanced diet and strategies to manage eating	R16. to further develop the skills of active listening, clear communication, negotiation and compromise	Financial Choices

choices		
H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	L15. to assess and manage risk in relation to financial decisions that young people might make
drugs, alcohol and tobacco	R18. to manage the strong feelings that relationships can cause (including sexual attraction)	L16. about values and attitudes relating to finance, including debt
H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	R19. to develop conflict management skills and strategies to reconcile after disagreements	L17. to manage emotions in relation to money
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	Media literacy and digital resilience
H27. the personal and social risks and consequences of substance use and misuse including occasional use	R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
H28. the law relating to the supply, use and misuse of legal and illegal substances	Consent	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
managing risk a personal safety	R25. about the law relating to sexual consent	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
H30. how to identify risk and manage personal safety in increasingly independent situations, including online	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	L24. to understand how the way people present themselves online can have positive and negative impacts on them
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	R28. to gauge readiness for sexual intimacy	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
puberty and sexual health	R29. the impact of sharing sexual images of others without consent	L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	R31. that intimate relationships should be pleasurable	
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Contraception and Parenthood	
	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	
	R33. the risks related to unprotected sex	
	R34. the consequences of unintended pregnancy, sources of support and the options available	
	R35. the roles and responsibilities of parents, carers	

	and children in families	
	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	
	Bullying, abuse and discrimination	
	R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	
	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	
	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	
	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	
	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	
	Social Influences	
	R42. to recognise peer influence and to develop strategies for managing it, including online	
	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	
	R44. that the need for peer approval can generate feelings of pressure and lead to increased	

	risk-taking; strategies to manage this	
	R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	
	R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	
	R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	

KS4 Curriculum

1. Health and Wellbeing	2. Relationships and Sex Education	3. Living in Wider World
self concept	Positive relationships	Learning Skills
H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	L1. to evaluate and further develop their study and employability skills
H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	R2. the role of pleasure in intimate relationships, including orgasms	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	Choice and pathways
mental health and emotional wellbeing	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010	L4. about the range of opportunities available to them for career progression, including in education,

		training and employment
H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	Work and Career
H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available	Relationship values	L7. about the labour market, local, national and international employment opportunities
H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	L8. about employment sectors and types, and changing patterns of employment

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	L9. to research, secure and take full advantage of any opportunities for work experience that are available
Health-related decisions	forming and maintaining respectful relationships	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
H11. to make informed lifestyle choices regarding sleep, diet and exercise	R11. strategies to manage the strong emotions associated with the different stages of relationships	L11. the benefits and challenges of cultivating career opportunities online
H12. the benefits of having a balanced approach to spending time online	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships	L12. strategies to manage their online presence and its impact on career opportunities
H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health	R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	Employment rights and responsibilities
H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures
H15. the purpose of blood, organ and stem cell donation for individuals and society	R15. the legal and ethical responsibilities people have in relation to online aspects of relationships	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds	R17. ways to access information and support for relationships including those experiencing difficulties	Financial choices
H18. the ways in which industries and advertising can influence health and harmful behaviours	Consent	L16. how to effectively budget, including the benefits of saving
Drugs, alcohol and tobacco	R18. about the concept of consent in maturing relationships	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online	L18. to recognise and manage the range of influences on their financial decisions
H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour	L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	L20. the skills to challenge or seek support for financial exploitation in different contexts including online
Managing Risk and Personal Safety	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	Contraception and Parenthood	Media Literacy and digital resilience
H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	L22. that there are positive and safe ways to create and share content online and the opportunities this offers

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	L23. strategies for protecting and enhancing their personal and professional reputation online
H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
Sexual health and fertility	R26. the reasons why people choose to adopt/foster children	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this
H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	R27. about the current legal position on abortion and the range of beliefs and opinions about it	L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
H27. about specific STIs, their treatment and how to reduce the risk of transmission	Bullying, abuse and discrimination	L27. strategies to critically assess bias, reliability and accuracy in digital content
H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services	R29. the law relating to abuse in relationships, including coercive control and online harassment	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
H30. about healthy pregnancy and how lifestyle choices affect a developing foetus	R30. to recognise when a relationship is abusive and strategies to manage this	
H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	

H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	
H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	
	R34. strategies to challenge all forms of prejudice and discrimination	
	Social Influences	
	R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs	
	R36. skills to support younger peers when in positions of influence	
	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help	
	R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime	

KS5 Curriculum		
1. Health and Wellbeing	2. Relationships and Sex Education	3. Living in Wider World
self concept	Relationship Values	Choices and Pathways
H1. skills and strategies to confidently manage transitional life phases	R1. how to articulate their relationship values and to apply them in different types of relationships	L1. to be enterprising in life and work

H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure	R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion	L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences	R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships	L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
Mental health and emotional wellbeing	Forming and Maintaining respectful relationships	L4. the implications of the global market for their future choices in education and employment
H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety	R4. to manage mature friendships, including making friends in new places	Work and career
H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]	R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online	L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing	R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy	L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support	R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'	L7. how to recognise career possibilities in a global economy
Healthy Lifestyle	R8. to use constructive dialogue to support relationships and negotiate difficulties	Employment Rights and responsibilities

H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening	R9. to manage the ending of relationships safely and respectfully, including online	L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
H9. to consistently access reliable sources of information and evaluate media messages about health	R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships	L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
H10. how to register with and access health services in new locations	Consent	L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'	R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)	L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
H12. how to maintain a healthy diet, especially on a budget	R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent	L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online	R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	Financial Choices
H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it	Contraception and parenthood	L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely	R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	L14. to understand and manage salary deductions including taxation, national insurance and pensions

H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements	R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner	L15. to evaluate savings options
H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime	R16. how to effectively use different contraceptives, including how and where to access them	L16. to exercise consumer rights, including resolving disputes and accessing appropriate support
Sexual Health	R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)	L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships	R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly	L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications
H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)	Bullying abuse and discrimination	L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment	R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online	Media Literacy and Digital Resilience
Drugs, Alcohol and Tobacco	R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships	L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
H21. to manage alcohol and drug use in relation to immediate and long-term health	R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk	L21. to effectively challenge online content that adversely affects their personal or professional reputation
H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking	R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support	L22. to build and maintain a positive professional online presence, using a range of technologies

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career	R23. strategies to recognise, de-escalate and exit aggressive social situations	L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
H24. the risks of being a passenger with an intoxicated driver and ways to manage this	R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon	L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
	R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination	L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation
	R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ● What constitutes sexual harassment and sexual violence and why these are always unacceptable ● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● 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) ● 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 ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on xxxxxxxx