



**ANSFORD ACADEMY**  
LEARNING TOGETHER TO LEAD OUR LIVES

# Relationships and Sex Education Policy

<b>Status :</b>	<b>Statutory</b>
<b>Governors Adopted:</b>	<b>September 2016</b>
<b>Renewal Period:</b>	<b>Three Years</b>
<b>Review Date:</b>	<b>November 2024</b>

This policy has been impact assessed to ensure that it is in line with our Equality Policy and the Equality Act (2010).

**This policy is linked to and should be read in conjunction with the following policies:**

• Curriculum	• Teaching and Learning
• Bullying (Behaviour Policy Suite: Anti- Bullying)	• E-safety
• Safeguarding and Child Protection	• SEND

As a secondary academy school we must provide RSE to all students as per section 34 of The [Children and Social work act 2017](#). This policy is therefore written in accordance with the following DFE statutory guidance for schools and colleges and guidance from the PSHE Association;

**‘Relationships Education, Relationships and Sex Education (RSE) and Health Education.’ (2020)**

## **'Keeping Children Safe in Education' (September 2021)**

## **'Working Together to Safeguard Children' (2015 updated March 2018)**

### **1. Introduction**

At Ansford Academy we are committed to ensuring that our curriculum meets the needs of all students and prepares and equips students for the next phase of their lives. As such, we are committed to embedding a school culture that is fully inclusive, encouraging respect for difference and diversity and ensuring that all students learn in a supportive, caring and safe environment. Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, mutual respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. Effective RSE will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **2. Aims**

The aim of Sex and Relationships Education is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for a life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Create a positive culture around issues of sexuality and relationships; develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the physical benefits of having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.

- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

### **3. Principles and Values**

In addition at Ansford Academy we believe that Sex and Relationship Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- Be an entitlement for all young people
- Be set within a wider context of helping young people develop the confidence and awareness to develop mutually respectful relationships
- Help students appreciate that healthy, mutually respectful relationships can be found in a variety of family structures and in people with different sexual orientation
- Should provide students with the confidence to challenge any context where relationships are abusive
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **4. Sex and Relationship Education Curriculum**

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and - prepares students at the school for the opportunities, responsibilities and experiences of later life

The RSE curriculum at Ansford Academy encompasses three main elements:

#### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of mutual respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;

- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning about the choices in relation to delaying sexual activity;
- learning about sex and the law;
- understanding the avoidance of unplanned pregnancy and the issues relating to teenage pregnancy.

## **5. Organisation and Content of Sex and Relationship Education**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum which also includes Theme Days, Assemblies and tutor times. Heads of Year and Assistant Principals are responsible for both the PSHE Curriculum and Theme Days and use tutors, together with specialists and external professionals, to deliver the programme. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE), Physical Education (PE) and Citizenship. The Science National Curriculum is delivered by staff in the science department. These lessons are generally concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

We aim to always deliver content sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions. In an objective and balanced manner the delivery of RSE will enable all of our students' to comprehend the range of social attitudes and behaviour in modern Britain. This will empower them to consider their own attitudes and actions

and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, they will be answered honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

All teachers and other staff members who are required to teach RSE will have relevant resources, and where necessary, training.

### **Classroom Practice**

Teachers must establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- The correct names for body parts will be used;
- Sensitivity will be shown towards those of particular cultural backgrounds; • Nothing should be said that sets out to embarrass or offend others.

If a question is too personal, the student will be reminded of the ground rules. If a student raises a personal, sensitive issue it should not be pursued in the lesson, but dealt with afterwards. Teachers should not deal with individual students on their own where there are sensitive RSE issues but should consult with an Assistant Principal to agree an appropriate way forward. The student may then be referred to the appropriate health professional or outside agency via an Assistant Principal or Head of Year.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with an Assistant Principal. In cases of concern over sexual abuse, the Academy Designated Safeguarding Lead will be informed immediately and procedures will be followed.

It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for example, the internet, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

### **Learning Outcomes**

The following statements are expected learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect elements of the statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum Science requirements.

**By the end of KS3 students will be able to:**

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping

- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop sympathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

**Students will know and understand:**

- That fertilisation in humans is the fusion of a male and female cell\*
- The physical and emotional changes that take place during puberty\*
- About the human reproductive system, including the menstrual cycle and fertilisation\*
- How the foetus develops in the uterus\*
- How the media influence understanding and attitude toward sexual health
- How good relationships can promote mental well being
- The law relating to the sexual behaviour of young people ● Where to go for help and advice such as the GUM clinic.

**Students will have considered:**

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be discriminated against
- The issues relating to early sexual activity
- The unacceptability of prejudice and homophobic bullying ● What rights and responsibilities mean in a relationship.

**By the end of Key Stage 4:**

**Students will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek medical advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of a arguments and express and justify personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about their lifestyle which promote personal well-being
- Have the confidence to assert themselves and challenge inappropriate behaviour

- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves.

**Students will know and understand:**

- The way in which hormone control occurs, including the effects of sex hormones,\* some medical uses of hormones, including the control and promotion of fertility\*
- How sex is determined in humans\*
- How HIV and other sexually transmitted infections affect the body
- Self image and sexual identity
- The risks of early sexual activity and the links to alcohol
- How the different forms of contraception work and where to get advice
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in raising children
- The way different forms of relationship, including marriage, depend on maturity and commitment

**Students will have considered:**

- Their developing sense of sexual identity and how to feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of benefit to both
- The impact of having children on their lives and the lives of others.

## **6. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic and cultural groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Educational Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## **7. Right of Withdrawal of Students from Sex and Relationship Education**

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

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. 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.

There is no right to withdraw a child from relationships education in primary or secondary schools

## **8. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Members of staff and The Designated Safeguarding Lead are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a member of staff learns from a student under the age of 16 years old that they are having or contemplating sexual intercourse:

- The young person will be encouraged, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures and social services where appropriate.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's Child Protection policy.

## **9. Monitoring and evaluation**



The delivery of RSE is monitored by the Assistant Principal, who also regularly evaluates the PSHE programme to ensure impact.

Monitoring takes place through a variety of methods, including learning walks, department meetings, work sampling, drop-ins and check-ins, scrutiny of lesson plans, and student feedback and student voice. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff also receive the same teaching and learning monitoring and support as other subjects.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the Full Governing Board and the Headteacher.

## **Appendix A: PSHE Programme of study**

## **PSHE Education Programme of Study (Key Stages 3 and 4)**

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice. This programme of study identifies the key concepts and skills that underpin PSHE education and enables Ansford to fulfil our statutory responsibility to support students' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

This programme of study covers Key Stages 3 and 4 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships (including Relationships and Sex Education)
3. Living in the Wider World

### **Purpose of study**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

PSHE education can help to reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. PSHE education makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Academy's statutory responsibility to promote students' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding students, as Ofsted has set out. The National Curriculum framework states that, 'every state-funded school must offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and:
- prepares pupils for the opportunities, responsibilities and experiences of later life. '

PSHE education equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **Aims**

The overarching aim for PSHE education is to provide students with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities • the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### **Attainment targets**

There are no attainment targets for PSHE education. However, there are existing Department for Education end of Key Stage statements to inform the assessment process. There is also currently no progression framework but this is being developed.

### **Subject Content**

The three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with students' readiness, are appropriate across all Key



Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education prepares students for both their futures and their present day-to-day lives. It is essential that students have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to ‘know about...’, ‘know how to...’ and also ‘be able to...’ The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills.

### Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PSHE education makes a significant contribution to the development of a wide range of essential skills.

Essential Skills		
The intrapersonal skills required for selfmanagement	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry

<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>
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## Key Stages 3 and 4

At Key Stage 3, PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education.

## Core Theme 1: Health and wellbeing

*Students should be taught:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health\*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support
6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

*\* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

## Core Theme 1. Health and wellbeing

Students should have the opportunity to learn: KS3	Building on Key Stage 3, students should have the opportunity to learn: KS4
<ol style="list-style-type: none"> <li>1. to recognise their personal strengths and how this affects their self-confidence and self-esteem</li> <li>2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</li> <li>3. to be able to accept helpful feedback or reject unhelpful criticism</li> <li>4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</li> <li>5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> <li>6. the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.</li> <li>7. the importance of taking increased responsibility for their own personal hygiene</li> <li>8. the purpose and importance of immunisation and vaccination</li> <li>9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs . about contraception, including the condom and pill (see also Relationships)</li> <li>11. the benefits of physical activity and exercise and the importance of sleep</li> <li>12. to recognise and manage what influences their choices about exercise</li> <li>13. the importance of balance between work, leisure and exercise</li> <li>14. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>15. what might influence their decisions about eating a balanced diet</li> </ol>	<ol style="list-style-type: none"> <li>1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</li> <li>2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</li> <li>3. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</li> <li>4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support</li> <li>5. where and how to obtain health information, advice and support (including sexual health services)</li> <li>6. to take increased responsibility for monitoring their own health (including testicular and breast self-examination)</li> <li>7. how lifestyle choices affect a foetus</li> <li>8. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk</li> <li>9. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</li> <li>10. about health risks and issues related to this, including cosmetic procedures how to recognise and follow health and safety procedures</li> <li>12. how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts</li> <li>13. about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)</li> <li>14. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand</li> </ol>



<p><b>16.</b> how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media. and a positive sense of self</p> <p><b>17.</b> about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</p> <p><b>18.</b> ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</p> <p><b>19.</b> a knowledge of basic first aid and life-saving skills</p> <p><b>20.</b> to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the <u>Bikeability programme</u>)</p> <p><b>21.</b> the positive and negative roles played by drugs in society (including alcohol)</p> <p><b>22.</b> factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse</p> <p><b>23.</b> to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence</p> <p><b>24.</b> the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</p> <p><b>25.</b> the safe use of prescribed and over the counter medicines</p> <p><b>26.</b> the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</p> <p><b>27.</b> about how to access local health services</p> <p><b>28.</b> about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices.</p>	<p>smoke</p> <p><b>15.</b> understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</p> <p><b>16.</b> the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</p> <p><b>17.</b> about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS</p>
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## Core Theme 2: Relationships

*Students should be taught:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.

## Core Theme 2. Relationships

<b>KS3</b> <b>Students should have the opportunity to learn:</b>	<b>KS4</b> <b>Building on Key Stage 3, students should have the opportunity to learn:</b>
<ol style="list-style-type: none"> <li>1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</li> <li>2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise</li> <li>3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</li> <li>4. to explore the range of positive qualities people bring to relationships</li> <li>5. that relationships can cause strong feelings and emotions (including sexual attraction)</li> </ol>	<ol style="list-style-type: none"> <li>1. strategies to manage strong emotions and feelings</li> <li>2. the characteristics and benefits of positive, strong, supportive, equal relationships</li> <li>3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> <li>4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</li> <li>5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence)</li> </ol>

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| <ol style="list-style-type: none"> <li>6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships (jealousy)</li> <li>7. that the media portrayal of relationships may not reflect real life</li> <li>8. different types of relationships, including those within families (including step parents and siblings), friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</li> <li>9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> <li>10. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.</li> <li>11. the roles and responsibilities of parents, carers and children in families</li> <li>12. how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li>13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li>14. to understand what expectations might be of having a girl/boyfriend</li> <li>15. to consider different levels of intimacy and their consequences: <b>sex the basics</b></li> <li>16. <b>Personal hygiene and self care</b></li> <li>17. <b>to understand the development of puberty in boys and girls, including menstruation</b></li> <li>18. to acknowledge the right not to have intimate relationships until ready</li> <li>19. about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</li> <li>20. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.</li> <li>21. to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> </ol> | <ol style="list-style-type: none"> <li>including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.</li> <li>6. managing changes in personal relationships including the ending of relationships</li> <li>7. to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</li> <li>8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3</li> <li>9. about impact of domestic abuse (including sources of help and support)</li> <li>10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</li> <li>11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</li> <li>12. how to access such organisations and other sources of information, advice and support</li> <li>13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> <li>15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> <li>16. to recognise when others are using manipulation, persuasion or coercion and how to respond</li> <li>17. to understand the pernicious influence of gender double standards and victim-blaming</li> <li>18. to recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>19. to manage unwanted attention in a variety of contexts (including harassment and stalking)</li> </ol> |
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**22.** about contraception, including the condom and pill (IDU, Coil, Cap/Diag phragm, injection, female condom) and the importance of communication and negotiation in contraceptive use **23.** Birth control and teenage pregnancy

**20.** An understanding of sexual offences and the law including sexual



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| <p><b>24.</b> about the risks related to unprotected sex, STIs (Chlamydia, Herpes, HIV/Aids, Gonorrhoea, Syphilis, Hepatitis B, Genital Warts), which could include exploring the consequences of unintended pregnancy and the options available in such circumstances</p> <p><b>25.</b> to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people - an understanding that this is a criminal offence and consequences)</p> <p><b>26.</b> about the difference between sex, gender identity and sexual orientation</p> <p><b>27.</b> to recognise that there is diversity in sexual attraction and developing sexuality</p> <p><b>28.</b> the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.</p> <p><b>29.</b> about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</p> <p><b>30.</b> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>31.</b> How stereotypes, in particular stereotypes based in sex, gender, race religion, sexual orientation or disability, can cause damage.</p> <p><b>32.</b> to recognise bullying and abuse in all its forms (including prejudicebased bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p><b>33.</b> the support services available should they feel or believe others feel they are being abused and how to access them; Child abuse and types of abuse.</p> <p><b>34.</b> to recognise peer pressure and have strategies to manage it</p> <p><b>35.</b> to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate</p> | <p>offences, sexual abuse, exploitation, grooming, rape, domestic abuse, forced marriage, honourbased violence and FGM and human trafficking</p> <p><b>20.</b> to understand and respect others' faith and cultural expectations concerning relationships and sexual activity to assess readiness for sex</p> <p><b>21.</b> about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3</p> <p><b>22.</b> to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)</p> <p><b>23.</b> the reasons why parents choose to adopt/foster or to place children for adoption/fostering</p> <p><b>24.</b> about abortion, including the current legal position and the range of beliefs and opinions about it</p> <p><b>25.</b> the pathways available in the event of unintended pregnancy, including miscarriage, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support</p> <p><b>26.</b> that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</p> <p><b>27.</b> about the options open to people who are not able to conceive</p> <p><b>28.</b> the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p> |
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**36.** to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns. Also an understanding of how alcohol and drugs can and to risky sexual behaviour.

<p><b>37.</b> laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)</p> <p><b>38.</b> about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)</p> <p><b>39.</b> the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</p>	
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### **Core Theme 3: Living in the wider world: economic well being, careers and the world of work**

*Students should be taught:*

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

### **Core Theme 3: Living in the wider world**

<b>KS3 Students should have the opportunity to learn:</b>	<b>KS4 Building on Key Stage 3, students should have the opportunity to learn:</b>
<ol style="list-style-type: none"> <li>1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</li> <li>2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting</li> <li>2. about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace</li> </ol>



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| <ol style="list-style-type: none"> <li>3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>4. about the potential tensions between human rights, British law and cultural and religious expectations and practices</li> <li>5. about the primacy of human rights; and how to safely access sources of rt for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</li> <li>6. about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination</li> <li>7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations</li> <li>8. about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills</li> <li>9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability</li> <li>10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work</li> <li>11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</li> <li>12. about different work roles and career pathways, including clarifying their own early aspirations</li> <li>13. about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment</li> <li>14. about the choices 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</li> <li>15. the benefits of being ambitious and enterprising in all aspects of life</li> <li>16. about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</li> </ol> | <ol style="list-style-type: none"> <li>3. to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)</li> <li>4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</li> <li>5. about harassment and how to manage this (including the workplace)</li> <li>6. how their strengths, interests, skills and qualities are changing and how these relate to future employability</li> <li>7. about the information, advice and guidance available to them and how to access it</li> <li>8. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)</li> <li>9. about the range of opportunities available to them for career progression, including in education, training and employment</li> <li>10. about changing patterns of employment (local, national, European and global)</li> <li>11. to take full advantage of any opportunities for work experience that are available</li> <li>12. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)</li> <li>13. about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')</li> <li>14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</li> <li>15. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities</li> <li>16. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</li> <li>17. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</li> <li>18. their consumer rights and how to seek redress</li> </ol> |
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- 17.** about different types of business, how they are organized and financed  
**18.** to assess and manage risk in relation to financial decisions that young



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people might make

**19.** about gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this

**20.** to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)