

# South East Essex Academy Trust



## Relationships and Sex Education Policy (RSE)

<b>Title</b>	Relationships and Sex Education Policy (RSE)2023
<b>Author</b>	Caroline Thornton
<b>Owner</b>	Trust Board
<b>Status</b>	
<b>Ratified Date</b>	
<b>Ratified by</b>	Education Committee
<b>Review Cycle</b>	Annual
<b>Review Date</b>	March 2025

## Part 1

### The Deanes – Key Contacts

**School Context:**

The Deanes is an 11 – 16 Comprehensive School.

We cover RSE within our RSHE lessons. These lessons are weekly in Key Stage 3 and fortnightly in Key Stage 4.

**Relationships and Sex Education (RSE) Leader/s:**

Mrs Z Harrison – [zharrison@thedeanes.essex.sch.uk](mailto:zharrison@thedeanes.essex.sch.uk)

Mr L Maher – [lmaher@thedeanes.essex.sch.uk](mailto:lmaher@thedeanes.essex.sch.uk)

**Designated Safeguarding Lead:**

Ms K Hampstead – [khampstead@thedeanes.essex.sch.uk](mailto:khampstead@thedeanes.essex.sch.uk)

**Mental Health Lead (if appropriate):**

Ms K Hampstead – [khampstead@thedeanes.essex.sch.uk](mailto:khampstead@thedeanes.essex.sch.uk)

**Headteacher:**

Mr D McKeown – [dmckeown@thedeanes.essex.sch.uk](mailto:dmckeown@thedeanes.essex.sch.uk)

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## **2. Statement of Intent**

This policy covers the SEEAT (South East Essex Academy Trust) approach to Relationships and Sex Education (RSE). We define 'Relationships and Sex Education' as the exploration of the emotional, social, cultural, and physical aspects of growing up, having sexual relationships, and learning about human sexuality and sexual health.

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE (Personal, Social, Health and Economic), will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

It is important that we develop a curriculum and culture which educates our children and young people in wider contextual issues. Relationships and Sex Education (RSE) is a vital part of the wider knowledge required by students to live happy and successful lives, whilst feeling confident in themselves.

We believe RSE is important for our students because it provides children and young people with the information, they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables students to know what a healthy relationship looks like and be able to recognise the dangers of unhealthy relationships.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by using fully accessible lesson materials and an open, discussion-led approach in the classroom.

Individual needs are catered for as they would be in any lessons. We ensure RSE fosters gender equality and LGBTQ+ equality by teaching about and promoting awareness of these issues across all year groups. At all times, the teaching of RSE remains respectful of the diversity of humanity and our school community. We believe high quality RSE helps to create a safe school and safe communities as students learn to develop positive behaviour for life.

The intended outcomes of our programmes are that students will:

- Know and understand the emotional, social, cultural, and physical aspects of growing up and having relationships, including sexual relationships, so they can make informed, healthy decisions within the law.
- Understand that they have a right to their own identity and be able to express this, as well as a right to be safe and healthy.
- Understand that they have a responsibility to respect the diversity within humans and the choices that people make.
- Develop the skills of independent critical thought, analysis, and evaluation.

**Signed:**

**Role:**

**Date:**

**To be reviewed:** March 2025

### **3. Aims and Objectives of the SEEAT RSE Programme**

- To combat ignorance and increase understanding.
- To encourage and promote responsible behaviour and ensure that students are aware of the consequences of unsafe sexual behaviour.
- To reduce guilt and anxiety.
- To encourage all students to have due regard for moral considerations and to act in ways which reflect concern for others as well as themselves.
- To promote the ability to make and act upon informed decisions.
- To provide opportunities to clarify values and attitudes connected with personal relationships.
- To develop social and educational skills for future parents and child carers.
- To combat exploitation and challenge sexism.
- To discourage early sexual intercourse.
- To facilitate, as may be necessary, students' access to further information, help and advice.
- To deliver the sex and relationships education programme within a moral framework.
- To develop students' self-confidence in dealing with their relationships with others.
- To ensure that students are given valid and useful information on contraception.
- To develop the students' awareness of differences in society – to combat homophobia and racism.
- It is not about the promotion of sexual orientation or sexual activity.

### **4. Statutory Requirements**

As a cross-phase MAT (Multi Academy Trust), we are required to teach Relationships and Sex Education as part of our curriculum; we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

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) 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. Our schools work within the remit of the DfE (Department for Education) Statutory and compulsory teaching from September 2020.

## **5. Delivery of the Programme**

RSE focuses on giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Some themes are also further developed in assemblies, events and via tutor programmes.

Every school delivers a comprehensive programme of RSE providing accurate information about the body, reproduction, sex, and sexual health. This also provides our young people the essential skills for building positive, enjoyable, respectful, and non-exploitative relationships, and staying safe both on and offline and giving them the ability to make informed life choices.

The programme of study in each setting is relevant to the age and stage of all pupils, from our youngest learners in our primary settings, to our oldest students in post-16 education.

In our primary and junior schools' relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Some elements may be taught through the computing and Science curriculum. Pupils also receive stand-alone sessions to prepare them for adolescence.

In Years 5 & 6 pupils are taught about body changes and what to expect as they grow into adults. Some aspects may be taught in single sex groups. Children with SEN (Special Educational Needs) are taught life skills to equip them in their lives as adults.

The RSE programme progresses as pupils move on to their secondary education, to include:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

**Schools will teach about these topics in a manner that:**

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel safe and supported, and able to engage with the key messages

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 (Lesbian, Gay, Bi or Trans) 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).

RSE programmes are updated to reflect topical issues, which may vary school to school. External experts will be invited to assist from time-to-time with the delivery of the sex and relationship education programme but will comply with the provisions of this policy. Please see Appendix B.

The Trust understands that students with special education needs and disabilities (SEND) are entitled to learn about relationship and sex education, and the programme will be designed to be inclusive of all students.

If students ask questions outside this policy, staff will respond appropriately so they are fully informed and do not seek answers online.

For more information about an individual school's RSE curriculum, please refer to Appendix 1.

## **6. Training**

The staff teaching RSE across the Trust will undergo training on a regular basis to ensure they are up to date with the sex and relationship education programme. Training of staff will also be scheduled around any updated guidance on the RSE programme, or to reflect any changes to statutory guidance and policy.

Designated Safeguarding leads will provide guidance and support as appropriate to their individual schools.

Leaders responsible for RSE will ensure that teachers delivering the programme receive appropriate training in topics relating to RSE and provide support and guidance on how to deliver lessons on sensitive, and sometimes controversial issues. Leaders will also ensure that all staff are up to-date with policy changes, and familiar with school policy and guidance relating to RSE.

Trained staff will be able to give students advice on where and how to obtain information or further support, and where appropriate signpost students to additional support and guidance.



Where appropriate schools will organise visiting experts for students and may use other professionals to deliver staff training to the RSE team.

## **7. Policy & Curriculum Development**

The sex and relationship education programme in each school is developed in conjunction with the views of teachers and students, in accordance with DfE recommendations and the support of the national PSHE Association - [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Individual sex and relationship education programmes are also directed by the research findings and reflect the results of student responses to surveys and questionnaires.

## **8. Roles and Responsibilities**

### **The Governing Body will:**

- Monitor and evaluate the impact of the RSE Policy, to hold headteachers to account for its implementation.

### **Headteachers will:**

- Ensure that RSE is taught consistently across the school
- Manage requests to withdraw students from non-statutory components of RSE
- Monitor student progress and development of their knowledge.

### **Staff will:**

- Deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Monitor student progress and development of their knowledge
- Respond to the needs of each individual student
- Respond appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of the RSE curriculum.

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

All form tutors, science teachers and religious education teachers are responsible for delivering the RSE curriculum.

### **Students will:**

- Be expected to engage fully in RSE
- Respond and interact with others in a civil and respectful manner
- Approach topics and points for discussion sensitively, bearing in mind situations that their peers may be facing outside school
- Be open-minded and refrain from judging others.

## **9. Working with Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and form healthy relationships.

Each academy provides parents and guardians with clear information about the RSE curriculum, and may consult about curriculum development, allowing them the opportunity to understand the purpose and content of the RSE programme of study. Parents are encouraged to ask questions about the school's approach, to help increase their confidence in the curriculum for their child or young person. Opportunities to understand the purpose and content of RSE through the content will vary school to school, and may include information on the school's website, newsletters, parents' evenings, personal communication, workshops, and parent/ pupil surveys.

This is an important opportunity to talk to our schools about how these subjects contribute to wider support, in terms of student wellbeing and keeping children safe

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

Parents and guardians, 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 of the child's school, outlining the reason for their request. A copy of withdrawal requests will be placed in the student's educational record. If necessary, the Headteacher will discuss the request with parents and take appropriate action. Alternative schoolwork will be given to students who are withdrawn from sex education.

## **11. Equal Opportunities**

SEEAT understands and abides by The Equality Act 2010, and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she / they may have.

Our academies are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms or language which may cause offence.

Our schools will ensure that teachers only express their personal views or beliefs, in the context of providing equal opportunity and tolerance for all, when delivering the programme.

## **12. Safeguarding**

The Trust is aware that some of the issues discussed within the RSE Curriculum need to be considered within Safeguarding in the broadest sense. All teachers need to be aware of the four types of abuse:

physical, emotional, sexual and neglect; understanding they do not exist in isolation from each other. All staff across the Trust undergo safeguarding training annually. Some of the content of the RSE programme can bring to light some extremely sensitive issues. If staff members have a concern about the safety or if there is an immediate risk of harm to a child, they should refer this to the schools Designated Safeguarding Lead immediately. Staff are aware of the reporting requirements regarding known cases of FGM (Female Genital Mutilation) on children and young people under the age of 18; they understand their duty to report known cases to the police.

Confidentiality within the classroom is a key component of sex and relationship education, and teachers are expected to respect the confidentiality of their students, using clear ground rules for discussion in every class, so that students also respect each other's confidentiality.

### **13. 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage, and background of our students
- 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 students' experiences and will not provoke distress.

Appropriate diagrams, videos, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age, religion, and cultural background of all students.

Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the schools the schools E-safety Policy, and Acceptable Terms of Use Agreement.

### **14. Use of External Organisations and Materials**

Many of the resources used throughout the RSE curriculum are school generated, however some are created with the help of outside agencies such as the 'Prince Charming Theatre Company' and CSN which is a consultation company that provide resources to schools via the Healthy Schools Advisers (Southend-On-Sea) or the Essex Child and Family Well-being Service (Essex). The Brook Sexual Health team, and SOS Rape Crisis can provide valuable materials, on consent for example. We will make sure that any agency and or materials used, are appropriate and in line with our legal duties around political impartiality.

### **15. Monitoring and Review**

The personnel responsible for monitoring RSE will differ from school to school, based on the distribution of leadership responsibilities. Please refer to page one of this policy to view the individual arrangements for the relevant school.

RSE delivery will be monitored and evaluated through line management, learning walks, work sampling, student and parent voice, questionnaires, and curriculum planning documents.

In all schools, students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the Local Governing Body annually. Any changes needed to the policy, including changes to the programme, will be implemented by the Headteacher and / or the identified lead for RSE.

Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

RSE provision, content and delivery will be regularly monitored by the Head of RSE, in line with the current guidance from the DfE and the needs of our students.

## Appendix A

### Overview of Curriculum Content

#### Year 7

Topic	Learning outcomes
Transition Transition to secondary school	<ul style="list-style-type: none"> <li>● Be able to manage the challenges of moving to a new school.</li> <li>● Know where to go in the school for support.</li> <li>● Be able to identify, express and manage their emotions in a constructive way</li> </ul>
Identity Exploring identities and similarities	<ul style="list-style-type: none"> <li>● Self-awareness through exploring their personal identity and identifying core values.</li> <li>● Be able to share parts of their identity shared with another person in order to establish a relationship, including online e.g. Background, hobbies, likes/dislikes.</li> <li>● Explore ways to safely communicate identity online</li> </ul>

<b>Identity</b> <b>Exploring identities and differences</b>	<ul style="list-style-type: none"> <li>● Develop an awareness of how gender, race, religion, disability, sexual orientation shapes their identity and their core values.</li> <li>● Develop an awareness of stereotyping, prejudice and discrimination and ways to challenge</li> </ul>
<b>Community</b> <b>Appreciating Diversity</b>	<ul style="list-style-type: none"> <li>● Identify what communities they are part of and how the feeling of belonging contributes to wellbeing.</li> <li>● How to demonstrate respect in the school community</li> <li>● Develop an appreciation for diversity in communities and society as a whole.</li> <li>● How to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others, including online</li> </ul>
<b>Community</b> <b>Identifying and challenging bullying</b>	<ul style="list-style-type: none"> <li>● Explore the reasons for bullying behaviour.</li> <li>● Describe why harassing or bullying others is hurtful and disrespectful.</li> <li>● Develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others.</li> <li>● Be able to recognise all kinds of bullying including the difference between banter and bullying.</li> <li>● Practice strategies for challenging bullying, including online.</li> <li>● Know how and where to communicate concerns about friendships and bullying, including online</li> </ul>
<b>Body awareness</b> <b>Knowing your body</b>	<ul style="list-style-type: none"> <li>● Be able to describe the body parts involved with sexual health and reproduction.</li> <li>● Acknowledge that it is normal to be curious and have questions about their bodies and sexual functions.</li> <li>● Acknowledge that everyone’s body is unique and that variations exist in size, shape, functioning and characteristics</li> </ul>
<b>Body awareness</b> <b>Body Image</b>	<ul style="list-style-type: none"> <li>● Acknowledge that physical appearance does not determine a person’s worth as a human being.</li> <li>● Show acceptance of a variety of physical appearances, including among their peers</li> <li>● How to manage influences on body satisfaction e.g. Online media</li> </ul>
<b>Body awareness</b> <b>Bodily changes through puberty</b>	<ul style="list-style-type: none"> <li>● Ways to develop self-confidence and feelings of self-worth.</li> <li>● About the impact of puberty on emotional wellbeing and self- concept, and ways to manage this.</li> <li>● Acknowledge that these physical, emotional, social and cognitive changes are a normal part of adolescence.</li> <li>● About the physical changes that occur during puberty, including periods and wet dreams</li> <li>● Compare the similarities and differences between girls and boys in relation to these changes.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise that puberty may be particularly challenging for some children, particularly those who are gender non-conforming, transgender or intersex</li> </ul>
<b>Body awareness Periods</b>	<ul style="list-style-type: none"> <li>About menstrual wellbeing and strategies to manage it</li> <li>Recall how gender inequality can contribute to girls’ feelings of shame and fear during menstruation.</li> <li>Recognize that it is important for all girls to have access to sanitary pads and other menstrual aids, clean water and private toilet facilities during their menstruation</li> </ul>
<b>Body awareness Developing sexuality</b>	<ul style="list-style-type: none"> <li>Understand that young men may experience erections, either due to arousal or for no particular reason, and that this is normal.</li> <li>Recall that some adolescents may experience arousal and release of fluids at night, often called a wet dream, and that this is normal.</li> <li>Acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty.</li> <li>That during puberty boys and girls become more aware of their responses to sexual attraction and stimulation.</li> <li>Explain that many boys and girls begin to masturbate during puberty or sometimes earlier.</li> <li>Acknowledge that masturbation does not cause physical or emotional harm but should be done in private.</li> <li>About asexuality, abstinence and celibacy</li> </ul>
<b>Body awareness Privacy and consent</b>	<ul style="list-style-type: none"> <li>About the relationship between personal boundaries and human rights</li> <li>About consent, and how to seek and assertively communicate consent.</li> <li>Explain that, during puberty, privacy about one’s body and private space become more important for both boys and girls, particularly access to toilets and water for girls.</li> <li>Define unwanted sexual attention.</li> <li>Recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one’s own body.</li> <li>Communicate assertively to maintain privacy and counter unwanted sexual attention</li> </ul>
<b>Body awareness FGM and Forced Marriage</b>	<ul style="list-style-type: none"> <li>About FGM and Child Early Forced Marriage (CEFM)</li> <li>List negative consequences of CEFM on the child, the family and society</li> <li>How to safely access help for themselves or others if concerned about FGM or forced marriage</li> </ul>
<b>Becoming independent Personal safety and first aid</b>	<ul style="list-style-type: none"> <li>About personal safety in increasingly independent contexts e.g. Travel safety</li> <li>How to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>To assess when to contact emergency services</li> </ul>

<b>Becoming independent Making healthy choices</b>	<ul style="list-style-type: none"> <li>● About influences on diet and exercise choices</li> <li>● How to recognise, express and manage emotions to promote daily wellbeing</li> <li>● How to make healthy and informed decisions about maintaining hygiene and dental health</li> <li>● About the importance of sleep and maintaining healthy sleep habits</li> <li>● How to balance time online with other activities</li> </ul>
<b>Becoming independent Managing peer influence</b>	<ul style="list-style-type: none"> <li>● How to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>● How to manage peer influence online</li> <li>● Strategies to make responsible decisions and manage.</li> <li>● Situations in relation to drugs, alcohol and tobacco</li> </ul>

## Year 8

Topic	Learning outcomes
<b>Relationships Family and values</b>	<ul style="list-style-type: none"> <li>● Describe ways that parents/guardians and other family members support their children's decisions.</li> <li>● Reflect on their own values and beliefs of what it means to be a good parent.</li> <li>● Acknowledge that parents/guardians and family members influence their decisions.</li> <li>● Discuss ways that culture and gender roles impact upon parenting.</li> <li>● Reflect on how a family value guided a decision that they made.</li> <li>● Identify the roles, rights and responsibilities of different family members and list ways that families can support gender equality through these</li> </ul>
<b>Relationships Family and values</b>	<ul style="list-style-type: none"> <li>● About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</li> </ul>

	<ul style="list-style-type: none"> <li>● Assert that everyone should be able to decide whether or not and when to become a parent, including but not limited to people with disabilities, and people living with HIV.</li> <li>● About positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>● About conflict and its causes in different contexts, e.g. With family and friends</li> <li>● Conflict resolution strategies</li> <li>● How to access support services</li> </ul>
<b>Relationships Healthy and Unhealthy Relationships</b>	<ul style="list-style-type: none"> <li>● About the features of healthy and unhealthy relationships, including online.</li> <li>● How to maintain respectful relationships, including online</li> <li>● Recognize that there are many ways to express friendship and love to another person.</li> <li>● Explore ways that inequality within relationships affects personal relationships (e.g. Due to gender, age, economic status or differences in power)</li> <li>● How to recognise and challenge media stereotypes of relationships</li> </ul>
<b>Relationships Relationships skills including consent and sexting</b>	<ul style="list-style-type: none"> <li>● How to assertively communicate and negotiate boundaries with friends and in other relationships, including online.</li> <li>● Skills and strategies to manage conflict.</li> <li>● About sources of support and how to access them</li> <li>● How to manage difficulties and challenges in friendships</li> <li>● How to assertively communicate values and beliefs in challenging situations</li> <li>● About the law relating to consent and how to seek, give, and not give consent.</li> <li>● That the legal and moral duty is with the seeker of consent</li> <li>● How to manage requests to share intimate images, including</li> <li>● Where, when and how to report concerns.</li> <li>● About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>● How to distinguish between content which is publicly and privately shared</li> <li>● Recognize the importance of knowing the laws, with respect to sharing or securing sexually explicit images</li> </ul>
<b>Relationships Intimate relationships</b>	<ul style="list-style-type: none"> <li>● How to evaluate expectations for romantic relationships</li> <li>● Identify examples of how culture, religion and society affect our understanding of sexuality.</li> <li>● Identify cultural, religious or social beliefs and practices related to sexuality that have changed over time.</li> <li>● Understand that sexuality involves emotional and physical attraction to others.</li> <li>● Describe ways that human beings feel pleasure from physical contact (e.g. Kissing, touching, caressing, sexual contact) throughout their life.</li> <li>● Developing a clear sense of sexual boundaries</li> <li>● Strategies to assess readiness for intimacy and manage pressure in relationships</li> </ul>



<b>Relationships Contraception</b>	<ul style="list-style-type: none"> <li>● About contraception and how to access advice and support in relation to sexual health</li> <li>● About basic forms of contraception, e.g. Condom and pill</li> <li>● How to choose and access contraception</li> <li>● Evaluate how different aspects of someone’s identity could affect their access to contraception/sexual health services.</li> <li>● About the consequences of unintended pregnancy and how to access appropriate support</li> </ul>
<b>Wellbeing Knowing your rights</b>	<ul style="list-style-type: none"> <li>● Recognize children’s rights that are outlined in national laws and international agreements (e.g. Universal declaration of human rights and the convention on the rights of the child)</li> <li>● Appreciate human rights and that human rights apply to everyone.</li> <li>● Reflect on the rights that they enjoy in various communities, including online.</li> <li>● Reflect on how this links to previous learning about contraception, FGM, consent and periods</li> </ul>
<b>Wellbeing Online wellbeing</b>	<ul style="list-style-type: none"> <li>● Recognising signs and causes of low self-esteem and developing the skills of high self esteem.</li> <li>● How to critically analyse different sources of information</li> <li>● How to assess the reliability of media sources and critique social media content</li> <li>● How to recognise online grooming in different forms, e.g. In relation to sexual or financial exploitation, extremism and radicalisation</li> <li>● How to respond and seek support in cases of online grooming</li> </ul>
<b>Wellbeing Media influence</b>	<ul style="list-style-type: none"> <li>● How to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>● About age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>● Recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender and how to challenge media stereotypes.</li> <li>● Describe what sexually explicit media (pornography) and sexting are and analyse why sexually explicit media (pornography) is so common.</li> <li>● Explain that sexually explicit media often portrays men, women and sexual relations unrealistically.</li> <li>● Perceive that sexually explicit media can be misleading through inaccurate portrayals about men, women and sexual relations and distinguish between fantasy and reality.</li> <li>● Identify and demonstrate ways to talk to a trusted adult about sexually explicit media or sexting</li> </ul>
<b>Wellbeing Media influence on body image</b>	<ul style="list-style-type: none"> <li>● Evaluating messages in the media about health including diet culture</li> <li>● That information online can be manipulated, misrepresented or fake.</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain that physical appearance is determined by heredity, environment, and health habits.</li> <li>● Describe how the appearance of a person’s body can affect how other people feel about and behave towards them, and compare how this differs for intersections of society and stereotypes associated with them e.g. Race, gender, ability.</li> <li>● About unhealthy coping strategies (e.g. Self-harm and eating disorders)</li> <li>● About healthy coping strategies</li> </ul>
<b>Wellbeing Link between physical health and mental wellbeing</b>	<ul style="list-style-type: none"> <li>● How to balance time online with other activities</li> <li>● About the link between physical and mental wellbeing</li> <li>● About the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>● How to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>● How to access appropriate support in relation to mental and physical health</li> </ul>
<b>Wellbeing Attitudes to mental health</b>	<ul style="list-style-type: none"> <li>● About daily wellbeing</li> <li>● How to manage emotions</li> <li>● About the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>● About attitudes towards mental health and how to challenge myths and stigma</li> </ul>
<b>Wellbeing Alcohol and drug misuse</b>	<ul style="list-style-type: none"> <li>● About the relationship between habit and dependence</li> <li>● How to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>● How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>● About the laws relating to substances</li> <li>● Strategies to manage influence in relation to substances.</li> <li>● How to recognise and promote positive social norms and attitudes</li> <li>● To evaluate attitudes and social norms in relation to substance use</li> </ul>

**Year 9**

<b>Topic</b>	<b>Learning outcomes</b>
<b>Transition Transition to Key Stage 4</b>	<ul style="list-style-type: none"> <li>● To recognise new opportunities that change can bring.</li> <li>● Skills to improve adaptability and resilience during periods of change or transition and strategies to manage change.</li> <li>● Learning skills for key stage 4, e.g. Organisation, time management and goal setting</li> <li>● About common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies.</li> <li>● Strategies for managing common mental health concerns, including stress management techniques</li> </ul>

<b>Transition Managing change and loss</b>	<ul style="list-style-type: none"> <li>• Strategies for managing loss and change and how to empathise with, and show compassion for peers.</li> <li>• Show appreciation for how different religion, culture and traditions deal with change and loss.</li> <li>• How to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• How to access support services</li> </ul>
<b>Identity Exploring identities and belonging</b>	<ul style="list-style-type: none"> <li>• About group-think and persuasion and how it affects behaviour</li> <li>• How to develop self-worth and confidence</li> <li>• Develop an awareness of how their relationship to identity and self-worth is linked to possible manipulation or exploitation.</li> <li>• How to assertively communicate values and beliefs in challenging situations</li> <li>• Strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime.</li> <li>• About the legal and physical risks of carrying a knife</li> <li>• To evaluate attitudes and social norms in relation to substance use</li> </ul>
<b>Identity Exploring identities critically</b>	<ul style="list-style-type: none"> <li>• Reflect on how their personal identity and core values have changed or evolved over time and explore reasons/influences on this.</li> <li>• Explore relationship between their identity with the words ‘racism’, ‘masculinity’, ‘feminism’, ‘discrimination’, ‘homophobia’, ‘biphobia’, ‘transphobia’, ‘ally’, ‘bystander’.</li> <li>• Developing empathy towards those marginalised in society because of differences</li> </ul>
<b>Community Appreciating Diversity</b>	<ul style="list-style-type: none"> <li>• Acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against</li> <li>• Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the equality act (2010)</li> <li>• Describe self-inflicted stigma and its consequences (e.g. Silence, denial and secrecy)</li> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul>
<b>Community Identifying and abusive relationship</b>	<ul style="list-style-type: none"> <li>• List examples of GBV (e.g. Bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online.</li> <li>• Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence.</li> <li>• Explain that sexual abuse and GBV are crimes about power and dominance, not about one’s inability to control one’s sexual desire.</li> </ul>

	<ul style="list-style-type: none"> <li>● How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online.</li> <li>● Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV</li> </ul>
<b>Body awareness</b> <b>Mindfully connecting with body and emotions</b>	<ul style="list-style-type: none"> <li>● How sleep supports energy and mental health</li> <li>● Strategies to observe moods and how they influence behaviour and connection with others.</li> <li>● Develop tools to connect to the body in order to develop a positive relationship with it to make healthy, informed decisions about maintaining physical health and therefore mental health.</li> <li>● How to access appropriate support in relation to mental and physical health</li> </ul>
<b>Body awareness</b> <b>Body Image in media</b>	<ul style="list-style-type: none"> <li>● Describe differences in what people find attractive when it comes to physical appearance.</li> <li>● Acknowledge that what people think is physically attractive changes over time and can vary between cultures.</li> <li>● Developing knowledge of variation in body types and acquiring positive body image and self-esteem</li> <li>● Discuss the benefits of feeling good about their bodies.</li> <li>● Identify and critique unrealistic images in the media concerning sexuality and sexual relationships.</li> <li>● Examine the impact of these images on gender stereotyping.</li> <li>● Acknowledge that media influences ideals of beauty and gender stereotypes</li> </ul>
<b>Body awareness</b> <b>Puberty</b>	<ul style="list-style-type: none"> <li>● Appreciate the importance of personal hygiene.</li> <li>● Distinguish between puberty and adolescence.</li> <li>● Assess and categorise examples of the different types of changes that occur during adolescence (e.g. Physical, emotional, social, cognitive)</li> <li>● Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty.</li> <li>● Reflect on relationship with changing body parts, hair and skin</li> </ul>
<b>Body awareness</b> <b>Periods</b>	<ul style="list-style-type: none"> <li>● Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.</li> <li>● Appreciate the importance of knowing your own body and tracking patterns and when to seek support if they change.</li> <li>● Describe how to access, use and dispose of sanitary pads and other menstrual aids.</li> <li>● Develop an appreciation of factors which might limit access to menstrual products and period poverty.</li> <li>● Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation</li> </ul>

<p><b>Body awareness Developing sexuality and readiness for sex</b></p>	<ul style="list-style-type: none"> <li>● Understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times.</li> <li>● Recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma.</li> <li>● State that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life.</li> <li>● Explain why not all people choose to act on their sexual feelings, fantasies and desires.</li> <li>● How the portrayal of relationships in the media and pornography might affect expectations</li> <li>● State that interest in sex may change with age and can be expressed throughout life.</li> <li>● Appreciate the importance of respecting the different ways that people express sexuality across cultures and settings.</li> <li>● Demonstrate ways to manage emotions related to sexual feelings, fantasies, and desires.</li> <li>● About readiness for sexual activity, that sex should be pleasurable, the choice to delay sex, or enjoy intimacy without sex</li> </ul>
<p><b>Body awareness Privacy and consent</b></p>	<ul style="list-style-type: none"> <li>● How to recognise factors that might affect capacity to consent</li> <li>● About myths and misconceptions relating to consent</li> <li>● About the continuous right to withdraw consent and capacity to consent</li> <li>● About the legal and moral responsibilities in relation to seeking consent</li> <li>● How to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> </ul>
<p><b>Body awareness Sexual health and STIs</b></p>	<ul style="list-style-type: none"> <li>● How to make informed decisions about sexual health and access reliable advice and support</li> <li>● About sexually transmitted infections and how to reduce chances of transmission.</li> <li>● About STIs, effective use of condoms and negotiating safer sex.</li> <li>● Conclude that discrimination against people on the basis of their HIV status is illegal.</li> <li>● Recognize that some people have been living with HIV since birth and can expect to live full, healthy and productive lives with treatment and support.</li> <li>● Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. Using a condom and where available, voluntary medical male circumcision (VMMC) or pre-exposure prophylaxis (prep) in combination with condoms); and after (i.e. Where available, post-exposure prophylaxis (pep)) exposure to the virus.</li> <li>● Describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed</li> </ul>
<p><b>Becoming independent</b></p>	<ul style="list-style-type: none"> <li>● Exit strategies in risky or dangerous situations and how to access support.</li> <li>● The risks and consequences of substance misuse</li> </ul>

<b>Personal safety and first aid</b>	<ul style="list-style-type: none"> <li>● To identify common forms of fraud and online scams</li> <li>● How to assess and manage risks in relation to gambling and chance-based transactions</li> <li>● How to identify and access support for concerns relating to life online</li> <li>● To revisit and further develop first aid and life-saving skills</li> </ul>
<b>Becoming independent Making healthy choices/health prevention</b>	<ul style="list-style-type: none"> <li>● About balancing work, leisure, exercise and sleep</li> <li>● How to make informed healthy eating choices</li> <li>● About health prevention measures and cancer awareness</li> <li>● To take increased responsibility for physical health and the importance of self-examination, especially for early detection of testicular cancer</li> </ul>
<b>Becoming independent Evaluating influence</b>	<ul style="list-style-type: none"> <li>● How to distinguish between healthy and unhealthy friendships</li> <li>● Compare how friends can influence one another positively and negatively.</li> <li>● How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively.</li> <li>● Explain how poverty, gender inequality and violence can all influence decision-making.</li> <li>● Understand that there are many factors that influence people’s decisions about behaviour, some of which are out of their control</li> </ul>

## Year 10

Topic	Learning outcomes
<b>Relationships</b> <b>Stable and committed relationships</b>	<ul style="list-style-type: none"> <li>● List key features of long-term commitments, marriage and parenting</li> <li>● Describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting.</li> <li>● Express their views and make informed decisions on long-term commitments, marriage and parenting.</li> <li>● Acknowledge that all people should be able to decide if, when and whom to marry.</li> <li>● About the unacceptability of forced marriage and how to safely seek help</li> <li>● Describe social and health consequences of CEFM and unintended parenting</li> </ul>
<b>Relationships</b> <b>Healthy family functioning</b>	<ul style="list-style-type: none"> <li>● Acknowledge that some of their values may be different from their parents/guardians.</li> <li>● Apply strategies for resolving conflict and misunderstandings with parents/guardians.</li> <li>● Identify characteristics of a healthy functioning family</li> <li>● Assess their contributions toward healthy family functioning</li> </ul>
<b>Relationships</b> <b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>● Revisit definition of respect and what this looks like in different types of relationships.</li> <li>● About the features of healthy, intimate relationships, including that they should be equitable and pleasurable.</li> <li>● About relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>● How to assertively communicate relationship expectations</li> <li>● How to manage relationship changes safely and respectfully</li> <li>● About relationship challenges, how to manage strong emotions and communicate effectively at such times.</li> <li>● How to recognise manipulation and coercion, how to seek and assertively give or not give consent.</li> <li>● About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> </ul>
<b>Relationships</b> <b>Making sexual choices</b>	<ul style="list-style-type: none"> <li>● How to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences.</li> <li>● Explain possible choices that people can make to minimise risks associated with sexual behaviour and support their life plans.</li> <li>● Explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy)</li> <li>● Recall that non-penetrative sexual behaviours are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable.</li> </ul>

	<ul style="list-style-type: none"> <li>● Make well-informed choices about their sexual behaviour</li> </ul>
<b>Relationships Pregnancy</b>	<ul style="list-style-type: none"> <li>● Describe the signs of pregnancy and stages of foetal development.</li> <li>● Define too early childbearing and explain the associated health risks.</li> <li>● Recognize the importance of delaying and spacing pregnancies.</li> <li>● Appreciate that steps can be taken to promote a healthy pregnancy and childbirth.</li> <li>● Describe the tests available to confirm a pregnancy and recall that pregnancies can be planned and can be prevented.</li> <li>● Understand that there is a difference between reproductive function and sexual feelings.</li> <li>● Acknowledge that men and women experience changes in their sexual and reproductive functions and desires throughout life.</li> <li>● Plan for how to prevent unintended pregnancy in the future</li> </ul>
<b>Relationships Unhealthy Relationships</b>	<ul style="list-style-type: none"> <li>● How to respond to harassment, including online, and violence; where to seek help.</li> <li>● How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online.</li> <li>● Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours.</li> <li>● Explore how they can dismantle this shame in order to have honest conversations about changing behaviour.</li> <li>● Describe risks associated with transactional sexual activity.</li> <li>● Recognize that intimate relationships involving transactions of money or goods increase unequal dynamics.</li> <li>● Demonstrate assertive communication and refusal skills for declining transactional sexual activity</li> </ul>
<b>Wellbeing Knowing your rights</b>	<ul style="list-style-type: none"> <li>● Analyse local and/or national laws and policies concerning CEFM, FGM/C, non-consensual surgical interventions on intersex children, forced sterilization, age of consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people's access to sexual and reproductive health services and reproductive rights.</li> <li>● Advocate for local and/or national laws that support human rights.</li> <li>● To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online.</li> <li>● Developing knowledge of the definition and potential examples of rape culture</li> </ul>
<b>Wellbeing Online wellbeing</b>	<ul style="list-style-type: none"> <li>● Evaluate how these rights affect the online world.</li> <li>● To evaluate and manage the opportunities and risks of establishing and conducting relationships online.</li> </ul>



	<ul style="list-style-type: none"> <li>● How to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>● Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010), including online</li> </ul>
<b>Wellbeing Media influence and role models</b>	<ul style="list-style-type: none"> <li>● About positive and negative role models</li> <li>● How to evaluate the influence of role models and become a positive role model for peers</li> <li>● About the media’s impact on perceptions of gang culture</li> <li>● How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>● Exit strategies for pressurised or dangerous situations</li> </ul>
<b>Wellbeing Media influence and persuasion</b>	<ul style="list-style-type: none"> <li>● How personal data is generated, collected and shared and may be used with the aim of influencing decisions.</li> <li>● How to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this.</li> <li>● About extremism, how to reduce the risks and where to seek help.</li> <li>● How to recognise and respond to extremism and radicalisation</li> </ul>
<b>Wellbeing Conversations about mental health</b>	<ul style="list-style-type: none"> <li>● How to have a conversation about mental health, access support and treatment</li> <li>● About the portrayal of mental health in the media</li> <li>● How to challenge stigma, stereotypes and misinformation strategies for overcoming challenges or adversity</li> </ul>
<b>Wellbeing Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● About the signs of emotional or mental ill-health</li> <li>● How to reframe negative thinking</li> <li>● Strategies to promote mental health and emotional wellbeing including gratitude</li> </ul>
<b>Wellbeing Alcohol and drug misuse</b>	<ul style="list-style-type: none"> <li>● About the impact and consequences of substance use, including addiction, on physical and mental health.</li> <li>● About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>● How drugs and alcohol affect decision making.</li> <li>● How to keep self and others safe in situations that involve substance use.</li> <li>● How to seek help for substance use and addiction</li> </ul>

## Year 11

Topic	Learning outcomes
<b>Transition</b> <b>Transition to more responsibility</b>	<ul style="list-style-type: none"> <li>● About the challenges and opportunities transition to adulthood brings</li> <li>● How to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> </ul>
<b>Identity</b> <b>Exploring identities deeper</b>	<ul style="list-style-type: none"> <li>● Reflect on the influence of personal belief system, culture, values and ethnicity on mental health.</li> <li>● How personal values influence decisions and behaviour in all aspects of life</li> <li>● About core values and emotions and how to have conversations about them</li> </ul>
<b>Identity</b> <b>Exploring identities critically</b>	<ul style="list-style-type: none"> <li>● Deeper understanding of gender identity, gender expression and sexual orientation</li> <li>● Identify how societal norms shape identity, desires, practices and behaviour.</li> <li>● Recognize that beliefs about gender norms are created by societies.</li> <li>● Acknowledge that gender roles and expectations can be changed.</li> <li>● Demonstrate ways to treat people without bias</li> </ul>
<b>Community</b> <b>Appreciating Diversity</b>	<ul style="list-style-type: none"> <li>● Analyse how stigma and discrimination impact negatively upon individuals, communities and societies</li> <li>● Summarise existing laws against stigma and discrimination.</li> <li>● Acknowledge that it is important to challenge discrimination against those perceived to be 'different'.</li> <li>● Express support for someone being excluded.</li> <li>● Advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity</li> </ul>
<b>Community</b> <b>Identity and power dynamics</b>	<ul style="list-style-type: none"> <li>● Analyse the impact of different norms and stereotypes of protected characteristics, on romantic relationships (including norms relating to masculinity and femininity)</li> <li>● Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes.</li> <li>● Question roles, stereotypes and power within relationships and how these exhibit themselves within their own communities</li> </ul>
<b>Body awareness</b> <b>Connecting with body and emotions mindfully</b>	<ul style="list-style-type: none"> <li>● How to develop self-efficacy, including motivation, perseverance and resilience</li> <li>● How to maintain a healthy self-concept</li> <li>● About the nature, causes and effects of stress.</li> <li>● Stress management strategies, including maintaining healthy sleep habits.</li> <li>● About positive and safe ways to create content online and the opportunities this offers</li> </ul>

	<ul style="list-style-type: none"> <li>● How to balance time online and fomo</li> </ul>
<b>Body awareness Body Image in media</b>	<ul style="list-style-type: none"> <li>● Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance.</li> <li>● Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalise violent or non-consensual behaviour.</li> <li>● Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour</li> </ul>
<b>Body awareness Body Image dangers</b>	<ul style="list-style-type: none"> <li>● Analyse common things that people do to try and change their appearance (e.g. Using diet pills, steroids, bleaching cream) and evaluate the dangers of those practices.</li> <li>● Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance.</li> <li>● Explain the various disorders (e.g. Anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image</li> <li>● Perceive that using drugs to change your body image can be harmful.</li> <li>● Demonstrate how to access services that support people struggling with their body image</li> </ul>
<b>Body awareness Parenthood and fertility</b>	<ul style="list-style-type: none"> <li>● About responsibilities of parents</li> <li>● Compare the different ways that adults can become parents (e.g. Intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting)</li> <li>● How to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>● To recognise that fertility changes over time and evaluate the implications of this.</li> <li>● To evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy.</li> <li>● How to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>● Strategies to manage grief and loss, including bereavement and how to access support for self or others.</li> <li>● How to show compassion and empathy for others who are experiencing challenging situations</li> </ul>
<b>Body awareness Developing sexuality and readiness for sex</b>	<ul style="list-style-type: none"> <li>● Summarise key elements of sexual pleasure and responsibility.</li> <li>● Recall that many people have periods in their lives without sexual contact with others.</li> <li>● Justify why good communication can enhance a sexual relationship.</li> </ul>

	<ul style="list-style-type: none"> <li>● Reflect on how gender, racial, cultural norms and stereotypes influence people’s expectations and experience of sexual pleasure.</li> <li>● Recognize that understanding their body’s sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help.</li> <li>● Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV.</li> <li>● Be able to communicate sexual needs and limits</li> </ul>
<b>Body awareness Privacy and consent</b>	<ul style="list-style-type: none"> <li>● Analyse the benefits of giving and refusing sexual consent and acknowledging someone else’s sexual consent or lack of consent.</li> <li>● Compare and contrast how men’s and women’s bodies are treated differently and the double standards of sexual behaviour that can affect consensual sexual behaviour.</li> <li>● Think critically about how these standards affect LGBTQIA+ sex and relationships.</li> <li>● Recognize that consensual sexual behaviour is an important part of a healthy sexual relationship.</li> <li>● Demonstrate ways to communicate giving and refusing consent and to recognize consent or lack of consent.</li> <li>● About ‘honour based’ violence and forced marriage and how to safely access support</li> </ul>
<b>Body awareness Sexual health and STIs</b>	<ul style="list-style-type: none"> <li>● Describe the different ways that people acquire STIs, including HIV (i.e. Through sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments)</li> <li>● Explain that if one is sexually active, there are specific ways to reduce the risk of acquiring or transmitting HIV and other STIs including: consistently and correctly using condoms; avoiding penetrative sex; practising ‘mutual monogamy’; reducing the number of sexual partners; avoiding concurrent partnerships; and getting tested and treated for STIs.</li> <li>● Explain that in certain settings where there are high levels of HIV and other STIs, age-disparate/intergenerational relationships can increase vulnerability to HIV.</li> <li>● Demonstrate skills in negotiating safer sex and refusing unsafe sexual practices.</li> <li>● Demonstrate the steps for correct condom use</li> </ul>
<b>Becoming independent Personal safety and first aid</b>	<ul style="list-style-type: none"> <li>● How to assess and manage risk and safety in new independent situations (e.g. Personal safety in social situations and on the roads)</li> <li>● Emergency first aid skills</li> <li>● How to assess emergency and non-emergency situations and contact appropriate services</li> </ul>

<p><b>Becoming independent</b>  <b>Making healthy choices/health prevention</b></p>	<ul style="list-style-type: none"> <li>● About the links between lifestyle and some cancers</li> <li>● About the importance of screening and how to perform self-examination</li> <li>● About vaccinations and immunisations</li> <li>● About registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>● How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>● About blood, organ and stem cell donation</li> </ul>
<p><b>Becoming independent</b>  <b>Creating influence</b></p>	<ul style="list-style-type: none"> <li>● Reflect on what influence they can have on younger students and in their communities.</li> <li>● Evaluate which messages from life lessons they feel should be shared most.</li> <li>● Be able to share these lessons within their community</li> </ul>



## Appendix B

### Guidance on Working with External Partners to deliver RSE

Each school is responsible for what is said to students. This includes making sure that any speakers, and resources used do not 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

Schools 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 students' developmental stage
  - Comply with this policy and The Teachers Standards, The Equality Act 2010, The Human Rights Act 1998, and 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 are 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 will not, 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

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