

Policy title	Relationship and Sex Education Policy
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1. Aims

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

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

Relationships and Sex Education (RSE) is lifelong learning about sex, sexuality, emotions, relationships, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

The Academy believes that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people. RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make the Academy community and aims to support each individual as they grow and learn.
- Be set within this wider Academy context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussions on sexual matters can take place without fear or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- 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.

2. Statutory requirements

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

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships and Sex Education (RSE) and Health Education compulsory for all students receiving secondary education.

Our PSHE education programme supports our school to meet our statutory duties 'to promote the well-being of pupils at the school' and to ensure that we have a balanced and broadly-based curriculum which:

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

As part of this broad and balanced curriculum, PSHE education also promotes the values of democracy, the rule of law, individual liberty and mutual respect.

We also have regard to legal duties set out in:

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

At The Burgess Hill Academy, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

Relationships and Sex Education in the Academy has 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 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;
- empowering 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 the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

5. Curriculum

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

Our PSHE education programme is regularly evaluated by students through questionnaires and focus groups. The findings from these are used to inform curriculum review and development. In consultation activities, particular care is taken to ensure parents/carers views are collected, and when appropriate specific groups of students are gathered to hear their views.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

The Academy specifically delivers RSE through its Personal Development Programme and Science lessons at KS3, and KS4.

Much of the RSE at the Academy takes place within Personal Development lessons. A team of teachers delivers the programme and receives frequent training and support from the leader of Personal Development and other relevant advisors. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Personal Development programme is taught during every year. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

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, we aim to answer them 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.

RSE is assessed at the end of a term block in every year group, and assessment varies from verbal to written answers.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked- after children or young carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages We will also:
- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting – considering differentiation
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationships and sex 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 relationships and sex education is relevant to them. Relationships and Sex education will be delivered in line with the Academy's Equal opportunities policy and will promote equality.

6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support 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 won't provoke distress

7. Use of external organisations and materials

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

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

We **will**:

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

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Local Board

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

8.2 The Principal

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

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

8.4 Students

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

9. Parents' right to withdraw

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

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

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

Learning walks, curriculum monitoring, Challenge Partner deep dives, safeguarding audits and book looks.

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

This policy will be reviewed annually. At every review, the policy will be approved by the Local Board and headteacher.

This Curriculum has been built ensuring we are compliant with Government Guidance

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03 September 2024

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and Sex
Education (RSE)
and Health
Education**

13 September 2021

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30 November 2023

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Statutory Requirements for Delivering RSE

Using the second document listed on the previous page, here are the key points from the statutory guidance around RSE:

- 30** Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 31** Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.
- 33** Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,¹² as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- 34** Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- 35** In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 37** Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Further information for teachers in handling potential safeguarding or child protection reports is on page 35.

What Primary Schools Will Have Taught from the Statutory Guidance Policy

At the point at which students arrive at secondary school, we should expect all pupils will have had a wide-ranging experience of the RSE curriculum at KS1 and KS2, however, the most-able will have built knowledge and skills in the following areas.

RSE

Families and People Who Care For Me	Caring Friendships	Respectful Relationships
<p>Pupils should know</p> <ul style="list-style-type: none"> ✦ that families are important for children growing up because they can give love, security and stability. ✦ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. ✦ that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. ✦ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. ✦ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ✦ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> ✦ how important friendships are in making us feel happy and secure, and how people choose and make friends. ✦ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ✦ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ✦ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ✦ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> ✦ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ✦ practical steps they can take in a range of different contexts to improve or support respectful relationships. ✦ the conventions of courtesy and manners. ✦ the importance of self-respect and how this links to their own happiness. ✦ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ✦ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ✦ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ✦ the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know

- ✦ that people sometimes behave differently online, including by pretending to be someone they are not.
- ✦ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- ✦ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ✦ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ✦ how information and data is shared and used online.

Being Safe

Pupils should know

- ✦ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ✦ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ✦ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ✦ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ✦ how to recognise and report feelings of being unsafe or feeling bad about any adult.
- ✦ how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- ✦ how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ✦ where to get advice e.g. family, school and/or other sources.

RSE at KS3 and KS4 – What Secondary Schools Are Required to Teach

At the point at which students arrive at secondary school, we should expect all pupils will have had a wide-ranging experience of the RSE curriculum at KS1 and KS2, however, the most-able will have built knowledge and skills in the following areas:

Families	Respectful Relationships, Including Friendships
<p>F1. should know that there are different types of committed, stable relationships.</p> <p>F2. how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>F3. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>F4. why marriage is an important relationship choice for many couples and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships.</p> <p>F5. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>	<p>Pupils should know RR1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice). that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>RR2.</p> <p>RR3.</p> <p>RR4. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>RR5.</p> <p>RR6. what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>RR7. 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>RR8.</p>

Online and Media

Pupils sho

- OM1.** their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- OM2.** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- OM3.** not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- OM4.** what to do and where to get support to report material or manage issues online.
- OM5.** the impact of viewing harmful content.
- OM6.** that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- OM7.** that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- OM8.** how information and data is generated, collected, shared and used online.

Being Safe

- BS1.** Pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- BS2.** how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and Sexual Relationships, Including Sexual Health

Pupils should know

- RSE1.** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- RSE2.** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- RSE3.** the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- RSE4.** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- RSE5.** that they have a choice to delay sex or to enjoy intimacy without sex.
- RSE6.** the facts about the full range of contraceptive choices, efficacy and options available.
- RSE7.** the facts around pregnancy including miscarriage.
- RSE8.** that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- RSE9.** how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- RSE10.** about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- RSE11.** how the use of alcohol and drugs can lead to risky sexual behaviour.
- RSE12.** how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Progression of Key Knowledge Themes within our Personal Development Curriculum

This is our overview of the progression of key knowledge over years 7 to 10

Relationship and Sex Education

Year 7	Year 8	Year 9	Year 10
Term 1	Term 4	Term 5	Term 2
Healthy and positive relationships	Consent and the law	Relationships and criminal behaviours	Consent and healthy, unhealthy, abusive relationships
Friendships, consent and conflict	Healthy, respectful relationships	Unwanted attention and consent	Contraception
Bullying and signposting support	Spotting unhealthy relationships	Family relationships	STIs, chlamydia and accessing services
Different types of relationship	Commitment and love	Relationships over time and different types of love	Sex and the media and the high street
Identity and diversity (LGBTQIA)	Body image and appearance ideals	Pressure, coercion and consent	Pornography Vs Real bodies and relationships
Gender and misogyny	Body image confronting comparisons	Body confidence	Sexual harassment
End of unit assessment	LGBTQIA	Pleasure and the right reasons to have sex	Sexual health campaigns
		Contraception purpose and STIs and accessing services	

Physical Health and Wellbeing

Year 7	Year 8	Year 9	Year 10
Term 3	Term 3	Term 1	Term 6
Changes and puberty	Drug and alcohol behaviours – risks, laws and choices	Alcohol, units and risk	Alcohol risk reduction and units
Puberty, hygiene, health	Influences, laws and school rules	Drugs risks, classifications and effects on physical and mental health	Drug risk taking and consequences
Body parts and changes	Balanced lifestyle and healthy eating	Addiction	Keeping healthy in mind and body
Period positive	Immunisation	Smoking and vaping	Condom demonstration
Healthy lifestyles and sleep	First aid emergencies, CPR and recovery position	Cannabis consequences possession and supply	Party drugs Drugs, the media and normative messages
Introduction to drugs	First aid bleeding and shock	Cannabis effects and risks	Revisit First aid
Balanced diet		Assessment	Body dysmorphia

Emotional Health and Wellbeing

Year 7	Year 8	Year 9	Year 10
Term 5	Term 1	Term 6	Term 1
Healthy relationships	What is stress – resilience and strategies	Resilience and healthy coping strategies	Mental health awareness – stress, anxiety, depression
Marriage and family	Stress – physical and emotional links	Strategies for loss and grief	Mental health and supporting others
Different types of family	Coping with stress	Disabilities	Exam stress and revision techniques
Personal strengths	Courage race and equality	Discrimination and emotional health	Social media and mental health
Self-esteem and media	Jealousy and conflict resolution	Bias and stereotypes	Mental health round up
Attitudes to mental health	Confidence and goals	Causes and triggers for unhealthy coping strategies like self-harm/eating disorders	Cyberbullying and trolling
Coping strategies for wellbeing		Social networks, wellbeing and the law	Cyberbullying, trolling and links to self esteem
Breakdown in relationships		Stress and wellbeing for positive and negative	

Digital and Media Literacy

Year 7	Year 8	Year 9	Year 10
Term 6	Term 2	Term 4	Term 5
Social media and online relationships	Cyberbullying and reporting	Online relationships	Screen time and safe use of mobile phones
Sharing information online and grooming	Online information facts, opinions and fake news	Strangers online	Addictive behaviours – screen time and algorithms
Cyberbullying and signposting support	Online advice on health and wellbeing	Fraud online	Fake news skewed views
How the media portrays relationships	Positive interactions using the internet and promoting change	Impact of excessive online activity – sleep, screen time, exercise	Selfies and social media
Managing challenging media content	Sharing online content and the law	Gambling and gaming	Keeping your data safe
Managing devices and accounts	Online pressures, risks and safety	Radicalisation and extremism	Instagram generation – editing and filtering
Conflict in relationships online	Online campaign and equality	The prevent duty and terrorism	
Consent in online relationships	Social media and relationships		
Screen time and wellbeing	Online grooming		
	Assessment		
	Sharing information online and response to assessment		

Age-Appropriate Progression Within the Strands

Emotional Health and Wellbeing – Progression of Concepts at Age-Appropriate Stages

Year 7	Year 8	Year 9	Year 10	Year 11
<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Emotional and hormonal changes during puberty ✦ Physical and biological aspects of menstruation and periods (including PMT) ✦ Loss and death ✦ Signs of unhealthy relationships ✦ Gender stereotypes including challenging these stereotypes of traditional roles. ✦ How to manage periods 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Links between social media and anxiety/depression. ✦ General signs of anxiety and depression ✦ Feelings associated with mental health and loss ✦ A wide range of identity characteristics including race, nationality, religion sexuality etc Stereotypes and the impact on mental health 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Element of personal loss and the effect on emotional/physical health. ✦ Coping strategies for loss or grief ✦ Bullying and its effects on mental health – potential suicidal feelings ✦ Gender and stereotypes 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ How mental health is a scale and not just an illness. ✦ Challenge hateful, antagonistic and unhelpful stereotypes. ✦ Radicalisation both but not limited to Islam and ‘right wing’ ideas respectively. ✦ The dangers of social media and effects on mental health including depression and suicidal thoughts. 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Mental health impacts everyone in different ways ✦ Strategies for dealing with Mental health ✦ That Mental Health is normal and should be spoken about ✦ The impacts of social media ✦ Depression and Suicide
<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Suicide directly ✦ Expect pupils to talk about personal death and loss 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Suicide ✦ Specific offensive terms directly – but more general terms 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Expect pupils to divulge any personal stories. ✦ We do not focus on Transgender issues but specifically, Gender stereotypes. 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Specific stereotypes but more general (an appropriate example can be used but we do not allow offensive phrases to be used loosely). 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Stereotypes around mental health issues

Digital and Media Literacy – Progression of Concepts at Age-Appropriate Stages

Year 7	Year 8	Year 9	Year 10	Year 11
<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Discriminatory abuse relating to sex, race, gender ✦ Dangers of being influenced online – comparison and like culture. ✦ Online danger 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Discriminatory abuse relating to sex, race, gender and homophobia and exclusion – Transphobia ✦ Dangers of meeting someone you met online ✦ Sexting and inappropriate images 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Online manipulation including grooming ✦ Dangers of trolling and bullying including suicide. ✦ What constitutes as inappropriate images ✦ Discriminatory abuse relating to sex, race, gender and homophobia and exclusion – Transphobia ✦ Online manipulation and Human Trafficking 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Discriminatory abuse relating to sex, race, gender and homophobia and exclusion – Transphobia ✦ Self-esteem online activity and self harm ✦ Online manipulation grooming and Human Trafficking ✦ Online impacts on mental health 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Online Safety & Grooming ✦ Cyberbullying and reporting ✦ SMSC ✦ How misogyny spreads online
<p>We Do Not Teach</p> <ul style="list-style-type: none"> ✦ Grooming ✦ Paedophilia 	<p>We Do Not Teach</p> <ul style="list-style-type: none"> ✦ Grooming ✦ Sexual predators 	<p>We Do Not Teach</p> <ul style="list-style-type: none"> ✦ Ways that people may commit suicide or self-harm. 	<p>We Do Not Teach</p> <ul style="list-style-type: none"> ✦ Ways that people may commit suicide or self-harm. 	<p>We Do Not Teach</p> <ul style="list-style-type: none"> ✦ Ways that people may commit suicide or self-harm. ✦ That grooming is the victim’s fault

Relationship and Sex Education – Progression of Concepts at Age-Appropriate Stages

Year 7	Year 8	Year 9	Year 10	Year 11
<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Correct names for body parts (penis, vagina, vulva). ✦ Introduce the idea of consensual relationships. ✦ Unwanted attention including harassment, stalking and trolling. 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Types of contraception ✦ Revisit the idea of consent and safe sexual relationships – including the law ✦ That there is no sexual “norm” – diversity in relationships and sexual feelings is the normal ✦ How to manage emotions linked to relationships. 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Types of contraception and STIs – where to get contraception and how to have safe sexual relationships. ✦ The legalities around consent – how disregarding the laws can lead to issues. ✦ How to develop effective communication for victims ✦ Open communication for sex 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Consent, the legalities, the emotions attached and why it is essential to gain consent. Legal age of consent being 16. ✦ Different feelings and emotions around sexual relationships. ✦ Misconceptions about what people want from a relationship, including from a sexual relationship. ✦ Appropriate language use “Slut shaming” 	<p>We Do Teach</p> <ul style="list-style-type: none"> ✦ Consent ✦ Challenging Misogyny ✦ “Stealthing” (nonconsensual removal of a condom during sexual intercourse by one partner knowing the condom was removed and the other not knowing and not giving consent to this).
<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ The legalities of consent at this stage in much detail. ✦ STIs and contraception 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Rape in relation to consent ✦ That there is only 1 type of sexual relationship - (Heterosexual) 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Victim blaming – instead we teach how to support victims ✦ Gender stereotypes for consent. 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Gender stereotypes for consent. ✦ Victim blaming 	<p>We Do Not Teach About</p> <ul style="list-style-type: none"> ✦ Gender stereotypes around consent ✦ Victim shaming

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

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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

