Relationships and Sex Education Policy

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1. Aims

At Lynch Hill Enterprise Academy, we offer a rich and challenging curriculum to prepare all students for the responsibilities and opportunities presented by life. We believe in education of the whole child incorporating learning, health, equality and aspiration.

We urge students to value their physical and mental health and well-being and to develop the resilience for success and happiness. We inspire personal growth by challenging students to seek more in life, to question more and to be courageous in their decision making. Sex and relationship education is crucial in achieving these values and will culminate in enabling our students to become healthy; confident and happyin their identity; able to articulate their own set of strong personal values and complement their own thinkingwith the positive influence of others to be a success in life.

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

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

2. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per 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.

At Lynch Hill Enterprise Academy, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting aboutthe policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 and 2, with appendix 1 focusing on the overall curriculum teaching in summative form, whilst appendix 2 focuses in far more detail, detailing the contents of each topic, in every year group which is taught as part of the PSHCE offer at LHEA – especially with regards to what is considered RSE and non-RSE topics and lessons.

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

For more information about our curriculum, see our summative curriculum map in Appendix 1 or the explicit detailed curriculum offer in Appendix 2.

6. Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education(RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE, as part of the overall PSHCE curriculum offer, will be taught for one hour every two weeks at KS3, and half an hour each week at KS4.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group, we will use appropriate material to assist learning, such as: diagrams, videos, books, games, discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Students are assessed for their acquirement and understanding of PSHCE knowledge through termly quizzes.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress
-

7. Use of external organisations and materials

We make use of external organisations to support the delivery of RSE.

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with an external agency where we have full confidence in 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
- 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
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

RSE is led by the Head of PSHCE, Ms N Ahmed and all staff who are timetabled to teach PSHCE will be expected to deliver the relevant aspects of the RSE curriculum.

8.4 Pupils

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

9. Parents' right to withdraw

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents.

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

10. Training

Staff are trained on the delivery of RSE as appropriate.

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 Ms N Ahmed, Head of PSHCE, through:

Lesson observations, planning scrutinies, learning walks, student voice, parental liaison and statutory requirements overview.

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

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

Appendix 1: Curriculum map

The PSHCE curriculum map including relationships and sex education

PSHCE programme and additional events						
Recurring themes: RSE – relationships & sex education, including positive friendships & coercive relationships. Physical and mental health and well-being. Citizenship. Respect for equality & protected characteristics. Financial and Economic Education						
Year Group	Autumn Term 1 (3 lessons)	Autumn Term 2 (4 lessons)	Spring Term 3 (3 lessons)	Spring Term 4 (4 lessons)	Summer Term 5 (3 lessons)	Summer Term 6 (4 lessons)
7	1: Intro to PSHE 2: Prevent 3: RSE - Anti-Bullying: Bullying or Banter?	4: RSE – Puberty 5: RSE – Puberty: Periods 6: RSE – FGM-How to report abuse? 7. Assessment	1. RSE - Healthy Living intro 2. RSE - How do I know I am eating healthily? 3. RSE - Consequences of not living healthily.	4. RSE - Committing to a healthy lifestyle 5. RSE - Mental Health: Depression 6. RSE - Mental Health: Anger management 7. Assessment	1. British Values, Personal Identity and Diversity Pt 1 2. British Values, Personal Identity and Diversity Pt 2 3. British Values and religion	4. RSE - Family Relationships 5. RSE - Friendships 6. RSE - Romance and relationships 7. Assessment
Year Group	Autumn Term 1 (4 lessons)	Autumn Term 2 (4 lessons)	Spring Term 3 (4 lessons)	Spring Term 4 (4 lessons)	Summer Term 5 (4 lessons)	Summer Term 6 (4 lessons)
8	1. RSE - Cyber Safety 2. RSE - Substance abuse 3. RSE - Personal Development (need IT room) 4. RSE - Emotional Literacy	5. RSE - E-Safety: bullying 6. RSE - Self-Esteem 7. RSE - Prejudice & Discrimination: Teenagers 8. RSE - LGBT Homophobia	1. RSE - Consent 2. RSE – Contraception with school nurse 3.RSE - Teenage Pregnancy 4. RSE - Internet Safety – Online	5. RSE - Personal Safety & 1st Aid. 6. RSE - 1st Aid & CPR. 7.RSE - Domestic conflict & running away 8. RSE - Media stereotypes:	1.RSE-Media stereotypes: femininity and masculinity 2. Communication and Teamwork. 3. Global awareness-functions/use of money 4. British values -	5. Intro/Democracy and Dictatorships. 6. The political spectrum & Parliament 7. How Parliament works. 8. Political parties and voting

			grooming	disability	Tolerance	
Year Group	Autumn Term 1 (4 lessons)	Autumn Term 2 (4 lessons)	Spring Term 3 (4 lessons)	Spring Term 4 (4 lessons)	Summer Term 5 (4 lessons)	Summer Term 6 (4 lessons)
9	1. RSE - Alcohol Awareness 2. RSE - Vaping, E-cigs and smoking 3. RSE - Gambling and online gambling 4. RSE - Domestic violence and abuse	5. RSE - LGBT Protected Characteristics 6. RSE - Sexting 7. RSE - Selfies- internet safety 8. RSE - STIs	1. RSE - Growth mindset 2. RSE - Peer Pressure 3. RSE - Self-harm 4. RSE - Stress	5. RSE - Body Image I 6. RSE - Body Image II 7. RSE - Misogyny 8. RSE - Personal Dev	1. Human Rights in the UK 2. HR – Body Scanners 3. Rights of the Child 4. Child soldiers	1. Global Human Rights 2. Study Skills 3. Law and police enforcement 4. Right of speech and right to peacefully protest
Year Group	Autumn Term 1 Tutorial time	Autumn Term 2 Tutorial time	Spring Term 3 Tutorial time	Spring Term 4 Tutorial time	Summer Term 5 Tutorial time	Summer Term 6 Tutorial time
10	1. RSE - Media and self-esteem 2. RSE - Role Models and self-esteem 3.RSE - Health and wellbeing 4. RSE - Alcohol – Binge drinking	5.RSE - CPR 6.RSE - H&S 7.RSE - Personal Safety 8.RSE - Risk Taking	1. RSE - Relationship types 2. RSE - LGBT: Same-Sex relationships 3. RSE - Transgender 4. RSE - Hate Crime 5. RSE - Conflict management 6. RSE - Relationships and break-ups	7. RSE - Positivity – identity & diversity 8. RSE - E-Safety: Revenge images 9. Misogyny 10. Gender inequality	1. British values: multiculturalism 2. Right wing extremism/Prevent 3. Globalisation 4. Plastic pollution in the world	6. RSE - Anti-social behaviour 7.Independent living 8. Online Fraud 9. RSE: Contraception Recap with school nurse
Year Group	Autumn Term 1 Tutorial time	Autumn Term 2 Tutorial time	Spring Term 3 Tutorial time	Spring Term 4 Tutorial time	Summer Term 5	Summer Term 6

11	1. RSE - County Line Drugs 2. RSE - Forced & Arranged Marriages 3. RSE - Harassment & Stalking 4. RSE - Online Gambling	5. RSE - Privilege 6. RSE - Fertility & Reproductive Health 7. RSE - The Dark Web 8. RSE - Anti-Social Behaviour	*Exam prep*	*Exam prep*	***Exams***	***Exams***

Experts' events:

1. Y7 FGM workshop
2. Y8 ideal beauty standard
3. Y8 school nurse contraception
4. Y9 Healthy relationships and dating violence
5. Y10 Intimate relations

Appendix 2: RSE Explicit Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	**Introduction to PSHE and the Prevent Agenda** As part of LHEA's commitment to safeguarding and child protection we support the government's Prevent Strategy to help to build resilience to all forms of extremism. This unit introduces and supports many of the things that we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy. **These include:** • Exploring other cultures and religions and promoting diversity • Promoting the spiritual, moral, social and cultural development of all pupils, as well as British values such as democracy • Developing critical thinking skills and a strong, positive self-identity • Challenging prejudices and racist comments	Every lesson is fully resourced – with teaching PPTs, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	**RSE – Becoming a teenager**: These lessons are created to introduce the students to life issues that they begin to face on their journey to become an adult. In this topic they will investigate Anti-Bullying and also Puberty but more from a social and practical point of view, as Science deals with the physiological intricacies of this topic in their departmental curriculum (Topics 1.3: Reproduction, 3.1 Adolescence, 3.2 Reproductive systems, 3.3 Fertilisation and 3.5 The menstrual cycle.)	Every lesson is fully resourced – with teaching PPTs, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 7	Spring 1	**RSE – Healthy Living** Within this topic, our aim is to help all of our students to learn how to grow healthily, safely and responsibly. The students learn about Healthy Living in general, with a specific focus being placed upon Healthy Eating, including learning about balanced diets and how they can know & understand if they are eating healthily – as well as the consequences of an unhealthy lifestyle. Healthy Living is also supported within other departmental areas on a cross-curricular basis (for example in Food & Nutrition classes they also focus on what are balanced diets, the 'Eatwell' government initiative, eating disorders and food deficiencies). This allows the students to gain a grounded baseline knowledge of the facts and throughout their time within the school this is further built upon and developed as they grow older (for example in Science in Year 8 all students study topics such as: Activate 2.1 Health & Lifestyle; Topics 1.1 Nutrients & 1.3 Unhealthy Diet)	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 2	**RSE – Mental Health and Personal Development** At LHEA, irrespective of statutory requirements, we see teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum as being vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma. In Year 7, the students will begin to investigate different aspects of Mental Health, gaining knowledge and understanding within the area and also how it impacts their everyday lives, specifically they will look at Anger Management, Depression, Exercise, Personal Hygiene and their own Aspirations. Throughout the school curriculum lessons about Mental Health and its importance are delivered and supported throughout many departmental areas; such as within the Tutor delivery programme (Mental Health week, Assemblies), in Food & Technology (through lessons on Teamwork and 'Eat and Exercise'), PE (through practical lessons and leadership/teamwork exercises, sports practiced)	Every lesson is fully resourced – with teaching PPTs, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer 1	**Non RSE- British Values** This topic focuses on the promotion of the basic British values of **democracy**, the **rule of law**, individual liberty, and mutual **respect** and tolerance for those of different faiths and beliefs. This ensures that our students understand the importance of **respect** and leave the school fully prepared for life in modern Britain. In Year 7 PSHE,the students will focus their studies on Personal Identity and Diversity and also British values and Religion. This topic is supported throughout the school teaching curriculum in areas such as the RS department (where students look at different beliefs/ways of living within religion and learn how to appreciate & understand those beliefs), in History (Reformation: Lesson 5. Henry VIII's wives and also Life in the middle ages: Lesson 8. Her Story), through the Tutor programme and assemblies, as well as within the Drama department also (through the cinematic study of the film 'Wonder') and also in Art (Term 2/3 -Kandisky colour emotion theory – how to effectively express thoughts and feelings and how this can impact on building meaningful, respectful relationships).	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 7	Summer 2	**Non RSE - Friends and myself** Within this topic the students will explore the concept of friendships and how important they are within everyone's lives, regardless of age, gender, etc. They will also begin to investigate areas of life which they will be encountering in their own experiences, such as the difference between 'want' and 'need', the idea of romance and relationships and then finishing on recognising and improving their own interpersonal skills. Throughout the schools wider educational curriculum, the study of this topic is supported in other departmental areas, such as in the German department (Unit 1- Family, lessons 8 [what makes a good friend]) and also in Art (Term 4 - Lesson 6 – Van Gogh artist research.)	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 1	**RSE – Cyber-safety and Personal Development** Within the first topic of Year 8, the students will investigate the basics of Cyber-safety (introduced already in Year 7 via the Computing department [System Security – Lesson 3,4,5: Threats to networks such as SQL injection, Malware, Interception and theft. Social Engineering such as Phishing and Shoulder surfing. Preventing vulnerabilities such as Encryption, Firewalls, Network policies and Anti-malware software]and also through the tutor programme/assemblies, including a visit by the Police). The students will also continue their studies on 'personal development' and seek to understand the concept of 'emotional literacy' and how this can impact upon our everyday life, using substance abuse as a case study area of focus. This work is supported via the whole school curriculum and within different departmental areas. For example, in the English department (studying 'Stone Cold' in Year 8); also through French lessons (Unit 3- Freetime activities, lessons 1-3 (organising to go out with friends) and within Art lessons too (Term 1 – Lessons 1-3 The impact of emotions on the way we express ourselves – Picasso artist research and how to deal with negative emotions effectively.). Science also offers much in the way of educational lessons with regards to substance abuse. (1.6-1.8 Drugs, alcohol & smoking.)	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	**RSE – Self-Esteem and Prejudice** The second topic of Year 8 PSHE focuses on student investigation of 'self-esteem' and the nature of Prejudice & discrimination through the study of E-safety Bullying, Teenage prejudice & discrimination and LGBT Homophobia. This topic is also supported through the school-wide curriculum, from tutor activities and assemblies, to lessons delivered within many different departmental areas – such as within the Drama department, (the study of 'Waterloo Road', with regards to on-line safety and also bullying, prejudice and discrimination, studying some scenes to do with boundaries and online safety.), and also in the Science department (Activate 2.1 Health & lifestyle.).	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 8	Spring 1	**RSE – Core RSE I** Within the third topic of Year 8, we study the difficult areas of Consent, Contraception, Teenage pregnancy and Online Grooming, as per the new legislation pertaining to these issues. At LHEA, we seek to do so in a sensitive, factual manner, acknowledging the many different opinions such studies may engender within the local, multicultural community our organisation is proud to represent and be part of. Other department areas who also support in the study of this topic include the Science department (Activate 1.3.5 Contraception, both barrier and chemical methods.),	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 2	**RSE – Personal Safety & stereotyping** Within this topic the students will study different aspects of Personal Safety education, expanding this to Domestic Conflict and stereotyping of people with disablilites. The students will learn about personal safety, first aid and CPR techniques. In this topic they will also investigate how domestic conflict and stereotyping can affect personal safety and what they should do if this happens to them. Throughout the school curriculum personal safety is of paramount importance, with the tutor programme and school assemblies supporting the topic, (with every student in the school being offered the opportunity to attain their 1st Aid certificate once the COVID regulations and rules allow this); as well as different departments also offering lessons which support personal safety, such as within Computing Studies (Computer Crime and Cyber security – Lesson 5 Health and Safety.) and Art (Lessons 1-3 analysing the work of Picasso and the meanings behind it (The Blue period – Depression) Cubism and the links struggle with his own happiness – linked to his childhood and relationships)	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 8	Summer 1	**Non RSE – Workplace Awareness** This topic focuses on raising the awareness of the students about the workplace and how one fits into it. They will engage in lessons that investigate how important communication and teamwork are in every workplace. The students will also look at Enterprise within the workplace, studying cases of successful entrepreneurs in UK and world businesses. Within this topic the students will also examine the concept of 'Global Awareness', which is the first step in understanding the importance of 'Globalisation' (studied in Years 9-11) and where the British Values of understanding and tolerance fit within this large world.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	**Non RSE – UK Government & Politics** In this final topic students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change. We specifically investigate Democracy and Dictatorships, The political spectrum & Parliament, How Parliament works and Political parties & voting. The pastoral programme and other curriculum department areas support this topic within some of their own lessons; such as within History (the study of the English Civil War, the Feudal system, the Industrial revolution and Post war UK life).	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 9	Autumn 1	**RSE – Personal Health** In this topic, the first of the Year 9 syllabus, the students begin to examine aspects pertaining to their own personal health and attitudes. We follow the RSE curriculum as laid down by the Government and the new legislation – areas that are examined are Alcohol awareness, E-safety, Gambling, Domestic Abuse, Sexting and internet safety, as well as Protected characteristics and STIs. We find that the PSHE programme supports and dovetails with other departmental areas in many of these topics; for example; in Science at Year 7 (1.3.5) and also Year 11 (B.11.7); and in RS in the Religion and Family topic in Year 10.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 2	**RSE – Core PSHE II** We follow the RSE curriculum as laid down by the Government and the new legislation – areas that are examined are Alcohol awareness, E-safety, Gambling, Domestic Abuse, Sexting and internet safety, as well as Protected characteristics and STI's. In the 2nd part of the topic, we focus on the laws around sexting and also how to protect against being vulnerable online with both sexting and selfies. We find that the PSHE programme supports and dovetails with other departmental areas in many of these topics; for example; in Science at Year 7 (1.3.5) and also Year 11 (B.11.7); and in RS in the Religion and Family topic in Year 10.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 9	Spring 1	**RSE: Mental Health Awareness I** In the 2nd term of Year 9 the students begin to investigate Mental Health issues and how these could affect everyday life, including their own. We will explore the concept of 'growth mindsets' and then delve into the topics of Peer pressure, self-harm and stress. Within the school curriculum these topics are also looked at within the tutor programme and also through assembly presentation for the different year groups – such as the 'Mental Health Awareness week', as well as organised visits from the school nurse/outside agencies.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Spring 2	**RSE: Mental Health II/Body Image** Towards Easter the Year 9 students will continue with their investigations into Mental Health Awareness by completing a 3-part lesson on the topic of Body Image. This is an incredibly important area of concern within the UK, as noted by various children's charities, such as Dr Barnardo's. It also connects many themes which run throughout the wider school curriculum, such as Food Technology, PE (GCSE theory work) and Science (Activate 2.1, Healthy Lifestyle, Unhealthy diet, Topic 2 in Science). The whole topic of Mental Health Awareness culminates in an exploration of personal development – allowing the students to learn how to express their own concerns and worries, and apply them to their everyday lives/understand how to help those who exhibit mental difficulties.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 9	Summer 1	**Human Rights** In the Summer term, students begin to investigate the topic of Human Rights both within the UK and across the world as a whole. Beginning with a lesson focusing on Human Rights in the UK, then examinining the Rights of the Child and following that, a case study on 'Child Soldiers' the students will begin to broaden their knowledge of the value and importance of their (and others) rights – allowing them to effectively gauge whether or not their rights may be infringed upon in their own lives and how this affects people worldwide. There are many links within the curriculum with other departmental areas, namely History (The Magna Carta in Year 7 for example) and RE (eg, Religion, Peace and Justice), although there are elements within the tutor programme and also some assemblies throughout the school year.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 2	**NON-RSE: Study Skills** In the final stages of the Year 9 PSHE curriculum, the students complete their study of Human Rights by examining 'Global Human Rights' and once this has been accomplished they will then take part in a three lesson unit which focuses on Study Skills, engaging and focusing the students on preparing for their entry into KS4 studies. The intention is to gently ease the pupils into the rigours of KS4 and to transition them effectively by introducing them to new methods of study, running through different strategies and exercises to help widen their knowledge of how they can become ready, enabling them to personally begin to realise which methods of study suit their own learning best. This is supportive and linked with similar exercises deployed within the tutor programme in Year 10 & 11.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.
Year 10	Autumn 1	**RSE: Mental Health Awareness III** At the beginning of Year 10, the students will tackle the complicated and important issues of Mental Health Awareness – which is a 'deeper dive' continuation of the Year 9 PSHE programme. They will study how the Media/Social Media influences and can affect their self-esteem, as well as the impact that role-models can also have upon that area of their lives. Following this investigation, the pupil's will then complete a lesson which focuses on Health and Wellbeing and how it affects them, focusing on Alcohol and Binge Drinking as an extension of this area. Within Science, Food Technology and PE, the students also study Health and Wellbeing from the more 'physical' point of view, whilst within PSHE we link these studies with the mental effects this can have on the individual, and how one can help resolve the issues which arise.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 2	**RSE – Personal Safety** In this topic, the students will gain further knowledge and understanding on how to keep themselves safe in the wider world and in their everyday lives. In the first lesson the students will study CPR, followed and linked with a further lesson on Health and Safety, both personal and in the workplace – bringing an enhanced awareness of the unknown dangers and also expectations placed upon individuals in the workplace. The students will then continue their studies by investigating their Personal Safety, looking at risks in the home, as well as generally within society. The final lesson will use the information gathered and knowledge garnered in the previous lessons by studying the concept of 'risk taking' and the consequences/effects of this, both positive and negative.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	**RSE – Relationships (Core RSE III)** Now being in Year 10, it is important for the students to study the many different types of relationships, from those which are personal to those which are found in everyday life, from those in the context of their school life, to those they will meet in the workplace and in everyday life as an adult. This topic centres on the concept of understanding and acceptance, as well as introducing the students to the law regarding relationships discrimination. The topic focuses on the different relationship types to be found in human society in general, which then leads to lessons which focus on LGBT and Transgender relationships, before studying the law and ethics behind Hate Crimes – linking with the previous lessons within the topic. There are many cross-curricular links with Relationships, for example, in Yr 8 RE the students look at Religion and Human Rights, whilst in science they will examine the physicality of relationships.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 2	**RSE – Relationships (Core RSE III)** In the 2nd half of the Spring term all students continue their work focusing on Relationships, building on what they have studied in previous classes and learning about the many different aspects of relationships. They begin this exploration by looking at Conflict Resolution, from a personal point of view and in their own lives, to an international/worldwide focus. Conflict resolution is a path that is taken by LHEA within the pastoral life of the school and is also examined at various times within the tutor programmes, as well as through the different studies on diplomacy throughout the History curriculum also (Nazi Germany & Appeasement/SALT I & II, etc). The pupils then study Relationships and break-ups, and also positivity within identity & diversity. This enables and empowers the students to begin to understand the complex and serious nature of what relationships (all types) in life entail and the influence they have in the everyday life of the student and the wider community. (Within RE the students also investigate relationships, equality and diversity, with History and the assembly programmes also examining diversity and multiculturalism in many areas{such as Remembrance Sunday, The British Empire, etc})	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 1	**<u>Non RSE – British Values and Multiculturalism</u>** Within this unit the students will focus on learning about British Values, through investigating the topic of Multiculturalism, whilst also considering the nature, influence and consequences of Extremism and Nationalism. This teaching is fully supported throughout the school curriculum via the Prevent Agenda and the schools policy of Equality for all (as per the 2010 Equality Act) – English (through poetry readings and English literature) and History (through study of the British Empire and Nazi Germany), amongst other departments also touch upon the same topics and each supports the other. The students will then continue their studies by focusing on the effects that Globalisation has on the environment – both locally and internationally, especially centring on the world's plastic pollution issues. (Science, Food Tech and RE all study elements of environmentalism within their programmes of study throughout the academic life of the student's whilst at LHEA)	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer 2	**RSE – Anti-Social Behaviour/Non-RSE – Individual Living** In the final weeks of the academic year, the Year 10 students will explore the topic of Anti-Social behaviour and its consequences to both the perpetrators and also the victims of such behaviour – in and out of school. The theme of bullying is once more explored but extended into life after school and how it can affect the local community as well as family, friends & neighbours. (This is a continuation of the Anti-Bullying lessons emplaced within the whole PSHE programme and which the students will investigate in each year group throughout their time at LHEA.) The students will also examine the complexities of independent living and what that entails for them to manage it successfully -such as financial management, food & nutrition, responsibilities, etc. (The Financial Studies course in Year 9, and also the Food Tech lessons throughout KS3 and PE nutrition lessons are all mutually supportive in imparting the required knowledge for the students to garner). Another lesson which dovetails with Financial Studies and also Computing Studies is that of Online Fraud, a very important and complex area which the students must understand in order to deal with the threats now posed from the online community.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 1	**RSE – Life Lessons I** In this topic the student's will focus on those lessons and topics which require a level of maturity to be able to fully understand the messages they give – for example in the first lesson, all students will investigate the truth of County Lines drugs and all affiliated areas, from postcode gangs to the targeting of individuals as stooges/mules. As part of this initiative, the school also organises an outside provider to visit and deliver an outstanding drama workshop on the topic of County Lines, enabling a fully inclusive learning opportunity for every child to access. The students will then investigate the complex and difficult areas of Harassment/Stalking and Forced & Arranged marriages – to learn about what each consists of, the similarities and differences they invoke, what the law states about each and how everyday life can be affected by these topics. (RE also supports this learning through its Religion and the Family topic in Year 10). Every care is taken to ensure that the teacher approaches these matters with a professional knowledge, understanding and sensitivity which enable the students to fell safe & secure whilst exploring the issues raised.	Every lesson is fully resourced – with teaching PPTs, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	**RSE – Life Lessons 2** In their final term of PSHE in LHEA, all of the pupils will continue with the rigour shown throughout to investigate the most important issues they will face – such as that of the modern threat posed by the 'Dark Web', examining what it is and how it is used, particularly to enable crime to be committed, such as computer fraud, to organised crime around the world. (Computing Studies and also the tutor programme/assemblies have lessons which fully support the work within PSHE). The students will also examine the issues of 'Privilege' within society and the influence & consequences for the everyday world that they live in – both RE and History also mutually support this work through their own investigation, eg Religion & Society topic in Year 9 and the study of Society throughout the centuries. Finally, the Year 11 pupil's will recap what they have learned previously regarding Fertility and Reproductive Health, hopefully adding to their knowledge with new materials offered within this group lesson. This PSHE lesson is also heavily supportive of the work completed within the Science department, as well as in previous year groups within this PSHE programme.	Every lesson is fully resourced – with teaching PPT's, as well as additionally relevant worksheets, video links, information sheets, group work and individual work resources.

By the end of secondary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children

TOPIC	PUPILS SHOULD KNOW
	• That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others

TOPIC	PUPILS SHOULD KNOW
	• How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it

TOPIC	PUPILS SHOULD KNOW
	• How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk

Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent
	• That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others
	• How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed
	• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions
	• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting
	• About concepts and laws relating to:
	  ○ Sexual violence, including rape and sexual assault
	  ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language
	  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
	  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
	  ○ Forced marriage
	  ○ Female genital mutilation (FGM), virginity testing and hymenoplasty

TOPIC	PUPILS SHOULD KNOW
	• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

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

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

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