



PSHE & RSE Policy

2024-25

Signed	
Position	Head of School
Date Agreed	17 th September 2024
Next Review	17 th September 2025

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



Contents

Equality Statement.....	1
1. Aims of Personal, Social and Health Education (PSHE)	3
2. Aim of Statutory RSE and Health Education (RSE).....	4
3. RSE Curriculum.....	6
Relationships and Sex Education (RSE) Secondary.....	6
4. Safeguarding and Responsibility	8
4.1 Equality and Inclusivity	9
4.2 SEND	10
4.3 Use of External Agencies.....	10
5. Roles and Responsibilities	11
5.1 Parents right to withdraw from RSE	12
6. Curriculum Design.....	12
7. Policy Review	13
Appendix 1: PSHE Curriculum Outline	14
Appendix 2: Parent form: withdrawal from sex education within RSE	15
Appendix 3 – RSE Curriculum.....	16
Appendix 4 – by The End of Secondary School Pupils Should Know	19



1. Aims of Personal, Social and Health Education (PSHE)

Centre Academy London aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil. Whole school approach includes PSHE taking place during assemblies, mentor time, and whole school events. The curriculum is delivered by every teacher at Centre Academy during mentor time; timetabled PSHE lessons are delivered by staff members who are confident in the delivery of topics.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

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

Under section 10 part 2 of Children Act 2004 defines wellbeing as:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing

Centre Academy London takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. Our PSHE curriculum is tailored to suit our students' needs, therefore PSHE leads liaise with the whole school to discuss and address rising concerns, and are vigilant in assessing pupil discourse to help inform our curriculum. In addition, the DSL alerts PSHE leads of topics that must be addressed in accordance to the concerns raised throughout their practise.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

In addition, we run the Rights Respecting School programme. The RRSA supplements Centre Academy London's ethos as it promotes a safe and inspiring place to learn, ensuring children are respected and their talents are nurtured enabling them to thrive. The award embeds these values in daily school life and gives children the best change to lead happy, healthy lives and to be responsible, active citizens.

Finally, our Careers Lead ensures students practise what they have acquired through PSHE by applying the skills developed in the work place. Centre Academy London personalises



our students' work setting depending on their skills and abilities. This tailored approach allows students to flourish in an environment that is comfortable and safe, enabling them to further acquire skills they can apply in their future years. Our Careers Lead regularly invites speakers from all walks of life to inspire, motivate and educate our students; this offers students an opportunity to look up to 'real' models and installs a sense of validity in themselves.

Overall, the PSHE curriculum at Centre Academy the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

The Independent School Inspectorate's (ISI) 'Framework 23' has pupil wellbeing taking a central role when identifying whether a school is meeting The Independent Schools Standards, it has been reported by TES that *"The upshot of the new framework is that personal, social, health and economic (PSHE) education is now probably the single most important subject that schools teach when it comes to inspection outcomes, given that sections three and four will be influenced by quality of PSHE and RSE provision."*

2. Aim of Statutory RSE and Health Education (RSE)

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

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.



“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.11.

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance page29*

Centre Academy London include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

The Biological aspects of RSE are also taught within the science curriculum, and other aspects, such as online safety are included in ICT and ideas regarding different beliefs in religious education (RE).

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



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.

3. RSE Curriculum

Our RSE curriculum is set out as per Appendix 3, but we may need to adapt it as and when necessary.

We have carefully crafted a bespoke programme considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum overview in Appendix 3 and expectations of what the students will have learnt by the end of various ages in Appendix 4.

Relationships and Sex Education (RSE) Secondary

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship is like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- 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, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Pupils should understand the benefits of healthy relationships to their, and others, mental wellbeing, and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which at the secondary level the school should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship, and voluntary service to others locally or more widely.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or in only one lesson.
- We recognise that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- The law, faith, British values and Politics can also be addressed during other subjects for example, Current Affairs, tutor periods and RE.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support

to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are also mindful that some pupils may have experienced unhealthy or unsafe relationships at home or socially. We have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. (see Online Safety Policy)
- Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. Additionally, teaching online safety will support students' behaviours and responses when online.

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.

4. Safeguarding and Responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Centre Academy London receive safeguarding training, and PSHE leads receive training that is then cascaded to the rest of the staff at Centre Academy. Training includes navigating controversial topics or difficult questions from pupils and ensuring staff do not let their personal beliefs and attitude influence teaching.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Centre Academy London guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

4.1 Equality and Inclusivity

The PSHE and RSE policy at Centre Academy London promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. CAL is free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At Centre Academy London, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

Inclusivity

CAL teachers assess the needs of our pupils and ensure appropriate support is in place. Family diversity is represented throughout the school to represent wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family etc. Resources and teaching reflect this to ensure all children feel valued, included and represented. Stereotypes are challenged around gender in RSE, PSHE and the wider curriculum and school ethos, so all pupils feel recognised, respected, and equal.

We will teach about these topics in a manner that:

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

We will also:

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

4.2 SEND

Centre Academy London prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

4.3 Use of External Agencies

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

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate

- Are in line with pupils' developmental

- stage Comply with:

- This policy

- The [Teachers' Standards](#)

- The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the re-sources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curricu-lum
- 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 car-ers



- 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
- Share all external materials with parents and carers 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

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc.

Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice via the School Council is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

Concerns raised are shared with parents, as well as resources to support parents at home when students have further questions. PSHE/RSE is always discussed during parents evening, and parents have an opportunity to ask and explore our PSHE curriculum with the PSHE lead.

5. Roles and Responsibilities

The Governors

The PSHE and RSE policy will be approved by Centre Academy London governing body and they will hold the Head of School to account for its implementation.

Head of School

It is the responsibility of the Head of School to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

Staff

The staff across Centre Academy London are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers 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 Head of School.

Pupils

There is an expectation that all pupils in Centre Academy London fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process that is regularly reviewed.

5.1 Parents right to withdraw from RSE

Secondary schools

Parents' have the right to withdraw their child 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 wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Visitors

Centre Academy London value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupil.

All visitors are subject to the Centre Academy London's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. CAL also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, Centre Academy London will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with CAL's Safeguarding Policy

6. Curriculum Design

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

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy,

teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

7. Policy Review

Policy Name	PSHE and RSE Policy
Author	Halima Shaker
Statutory, regulatory and/or contractual considerations	Statutory
Implementation Date	September 2024
Review Date	September 2025
Review Cycle	Annually

The PSHE and RSE policy at Centre Academy London is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools



Appendix 1: PSHE Curriculum Outline

	Year 7	Year 8	Year 9	Year 10	Year 11
T1	<p>Living in the Wider World</p> <p>L1 - Aspirations</p> <p>L2 - Self Esteem</p> <p>L3 - Wants and needs</p> <p>L4 - Racism and Stereotypes</p> <p>L5 - Safer Social Media</p> <p>L6 - Being a resilient student</p> <p>L7 - Finance - Ethical Consumers</p>	<p>Relationships: RSE</p> <p>L1 - Consent</p> <p>L2 - Contraception</p> <p>L3 - Dangers of pornography</p> <p>L4 - Sexting and Images</p> <p>L5 - STI's</p> <p>L6 - Male Body Image</p> <p>L7 - Domestic conflict</p>	<p>Relationships</p> <p>L1 - Eating Disorders</p> <p>L2 - Body Image</p> <p>L3 - CSE</p> <p>L4 - Abusive relationships</p> <p>L5 - Peer pressure</p> <p>L6 - BV: Religion and Culture</p> <p>L7 - BV: Identity</p> <p>L8 - LGBTQI+</p>	<p>Health Living and Choices</p> <p>L1 - Grief and Bereavement</p> <p>L2 - Suicide</p> <p>L3 - Managing Social Anxiety</p> <p>L4 - Social media and Self Esteem</p> <p>L5 - Screen Time</p> <p>L6 - Study Skills</p> <p>L7 - WEX and CV Skills</p>	<p>Healthy Living and choices</p> <p>L1 - What is Success?</p> <p>L2 - Identity and Diversity</p> <p>L3 - Obesity and Body Positive</p> <p>L4 - Fertility and Privilege</p> <p>L5 - Fertility and Health</p> <p>L6 - Fertility and Health</p> <p>L7 - What is CPR</p>
T2	<p>Living in the Wider World</p> <p>L1 - Finance - In and out</p> <p>L2 - Finance - Budgeting</p> <p>L3 - Finance - Budgeting</p> <p>L4 - Finance - Bank Accounts</p> <p>L5 - Finance - Credit Cards</p> <p>L6 - Finance - E-Money</p> <p>L7 - Christmas</p>	<p>Relationships: BV</p> <p>L1 - Tolerance</p> <p>L2 - BV: Radical Groups</p> <p>L3 - BV: Extremism</p> <p>L4 - BV: Attracting converts</p> <p>L5 - Sharia Law in the UK</p> <p>L6 - Prevention</p> <p>L7 - P and D: Religion</p>	<p>Healthy Living and choices</p> <p>L1 - Alcohol Awareness</p> <p>L2 - Drugs and the Law</p> <p>L3 - Vaccinations, OD, Stem Cells</p> <p>L4 - Vaccinations, OD, Stem Cells</p> <p>L5 - Acid Attacks</p> <p>L6 - Self Harm</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Time management</p> <p>L2 - Living Sustainably</p> <p>L3 - Homelessness</p> <p>L4 - Hate Crime</p> <p>L5 - Tattoos and Piercings</p> <p>L6 - Binge Drinking</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Perseverance and Procrastination</p> <p>L2 - The importance of sleep</p> <p>L3 - Risk and decision making</p> <p>L4 - Gambling: on and offline</p> <p>L5 - Digital Footprints</p> <p>L6 - Personal Safety</p> <p>L7 - Christmas</p>
T3	<p>Relationships: RSE & BV</p> <p>L1 - Friendships</p> <p>L2 - Family relationships</p> <p>L3 - Love and Feelings</p> <p>L4 - Bullying or banter?</p> <p>L5 - Cyber Relationships</p> <p>L6 - Safe Relationships</p> <p>L7 - BV: Identity</p> <p>L8 - BV: Radicalisation</p>	<p>Living in the Wider World: Careers</p> <p>L1 - Finance: In and Out</p> <p>L2 - Finance: NI and tax</p> <p>L3 - Finance: How is spent?</p> <p>L4 - Finance: Spending & Saving</p> <p>L5 - Careers: Entrepreneurs</p> <p>L6 - Careers: Teamwork</p> <p>L7 - Careers: Communication</p> <p>L8 - Assessment</p>	<p>Healthy Living and choices</p> <p>L1 - Behaviour to achieve</p> <p>L2 - Human Rights: Education</p> <p>L3 - Interpersonal Skills</p> <p>L4 - Discrimination</p> <p>L5 - Growth Mindset</p> <p>L6 - Coping with Stress</p> <p>L7 - Managing Anxiety</p> <p>L8 - Selfie Safety</p>	<p>Living in the Wider World: Careers</p> <p>L1 - The right career for me</p> <p>L2 - Employment Skills: CV</p> <p>L3 - Careers in STEM</p> <p>L4 - Preparing for WEX</p> <p>L5 - Rights and Responsibilities</p> <p>L6 - International Women's Day</p>	<p>Relationships: RSE</p> <p>L1 - Bullying and body shaming</p> <p>L2 - Types of relationship</p> <p>L3 - Consent, Rape and SH</p> <p>L4 - What makes good sex?</p> <p>L5 - Safe and Chemical Sex</p> <p>L6 - Relationship breakups</p> <p>L7 - Happiness and positivity</p>
T4	<p>Relationships: RSE & BV</p> <p>L1 - Friendships</p> <p>L2 - Family relationships</p> <p>L3 - Love and Feelings</p> <p>L4 - Bullying or banter?</p> <p>L5 - Cyber Relationships</p> <p>L6 - Safe Relationships</p> <p>L7 - BV: Identity</p> <p>L8 - BV: Radicalisation</p>	<p>Healthy Living and Choices</p> <p>L1 - Self-confidence & goals</p> <p>L2 - Personal target setting</p> <p>L3 - Behaviour to Achieve</p> <p>L4 - Emotional Literacy</p> <p>L5 - Mindfulness</p>	<p>Living in the Wider World: Careers</p> <p>L1 - My future, My control</p> <p>L2 - Work skills & experience</p> <p>L3 - Enterprise and skills</p> <p>L4 - Workplace Skills</p> <p>L5 - Kudos</p> <p>L6 - Kudos</p> <p>L7 - Kudos</p>	<p>Living in the Wider World:</p> <p>L1 - The Criminal Justice System</p> <p>L2 - Anti-Social Behaviour</p> <p>L3 - County Lines</p> <p>L4 - Money Laundering</p> <p>L5 - Terrorism and Holy War</p> <p>L6 - Overt and Covert Racism</p> <p>L7 - Fake News and Crit Thinking</p>	<p>Living in the Wider World:</p> <p>L1 - Animal rights and sustainability</p> <p>L2 - The environment</p> <p>L3 - Globalisation</p> <p>L4 - Multiculturalism</p> <p>L5 - Right Wing Extremism</p> <p>L6 - The Dark Web</p> <p>L7 - Cyber Crime and Online Fraud</p>
T5	<p>Healthy Living and Choices</p> <p>L1 - Healthy Lifestyle</p> <p>L2 - Balanced diet</p> <p>L3 - Nutrition choices</p> <p>L4 - Consequences: poor choices</p> <p>L5 - Energy Drinks</p> <p>L6 - Exercise</p> <p>L7 - Smoking</p> <p>L8 - Drugs: How dangerous?</p>	<p>Healthy Living and Choices</p> <p>L1 - Vaping & addiction</p> <p>L2 - Cancer Awareness</p> <p>L3 - Personal Safety and First Aid</p> <p>L4 - Teenage pregnancy</p>	<p>Preparing for the Wider World</p> <p>L1 - Avoiding Debt</p> <p>L2 - Managing Money</p> <p>L3 - Consumers and the Law</p> <p>L4 - Employment</p> <p>L5 - Kudos</p>	<p>Relationships: RSE & BV</p> <p>L1 - Conflict Management</p> <p>L2 - Forced and Arranged marriage</p> <p>L3 - Harassment and Stalking</p> <p>L4 - Revenge Porn</p> <p>L5 - Relationships & Role Models</p>	<p>Relationships: RSE & BV</p> <p>L1 - GCSE revision and Study Skills</p> <p>L2 - Apply: college and Uni</p> <p>L3 - Independent Living</p> <p>L4 - Job Interviews</p> <p>L5 - Health and Safety at work</p> <p>L6 - Trade Unions</p>
T6	<p>Healthy Living and Choices</p> <p>L1 - Mental Health: depression</p> <p>L2 - Emotional Literacy</p> <p>L3 - Puberty</p> <p>L4 - Periods</p> <p>L5 - FGM</p> <p>L6 - Summer</p>	<p>Living in the Wider World</p> <p>L1 - Protected Characteristics</p> <p>L2 - Stereotypes: disability</p> <p>L3 - Homophobia: LGBT</p> <p>L4 - Stereotypes: Teenagers</p> <p>L5 - Avoiding Online Grooming</p> <p>L6 - Our environment</p>	<p>Healthy Living an Choices</p> <p>L1 - UNICEF around the world</p> <p>L2 - Human Rights: Trafficking</p> <p>L3 - UK: helping other countries</p> <p>L4 - Sustainability</p> <p>L5 - Young Offenders and the Law</p> <p>L6 - Knife Crime: Consequences</p>	<p>Relationships: RSE & Diversity</p> <p>L1 - Same Sex Relationships</p> <p>L2 - Gender and Trans Identity</p> <p>L3 - Community Cohesion</p> <p>L4 - Sexism</p> <p>L5 - Parenting</p> <p>L6 - Obesity and Body Positivity</p>	



Appendix 2: 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	



Appendix 3 – RSE Curriculum

Rashford (Yr 7)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Physical Health: Lifestyles, Diet and Food Labelling, Consequences Unhealthy Lifestyle, Oral Hygiene Introduction to Harmful Substances Puberty (Physical and Emotional)	Family and Marriage Healthy and Unhealthy Friendships Safe and Positive Relationships Bullying Personal Identity and Diversity	Stereotypes and Discrimination Achievement, Self Esteem and Resilience Financial Education: Wants and Needs, Wellbeing, Budgeting, and Banking Products

Williamson (Yr 8)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Wellbeing: Self Awareness, Confidence and Skill development Puberty and Self Care Behaviour and Achievement Lifestyle Choices and Risk (including hygiene and cancer) Addiction and Drugs (including vaping)	British Values Discrimination, Stereotypes and Extremism Child Exploitation Awareness Peer Pressure Difficult Family Relationships Body Image and social media	Career Skills: Teamwork and Communication Gangs and Criminal Exploitation Basic First Aid and Personal Safety Discrimination: LGBTQ+ and Disability Environmental Issues



Watson (Yr9)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Personal Skills and Achievement Mental Ill Health (inc Online Impact) Blood and Organ Donation Self-Examination and Vaccination Alcohol and Drugs (Risk, Dangers and the Law)	Intimate Relationships: Consent, Contraception and STIs Pornography and Sexting Harmful Sexual Behaviours and the Law Domestic Abuse and Conflict LGBTQ+ Community British Values and Diversity	Youth Crime, Law and County Lines Human Rights and Responsibilities and Aid Personal Finance: Management and Responsibility Sustainability

Attenborough, Mandela and Eilish (Yr 10)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Health Decisions (Influence and Prevention) and Self Care Time Management Alcohol Abuse Mental Health: Media, Social Anxiety, Grief and Ill Health	Forced Marriage and Honour Based Abuse Conflict Management Role Models Radicalisation Prejudice and Sexism Families and Parenting Coercive and Controlling Relationships	Financial Crime Anti-Social Behaviour and Exploitation UK Government and Justice System Inclusion, Diversity and Equality Critical Thinking and Ethical Consumerism



Goldberg and Kahlo (Yr 11)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Sleep and Relaxation Perseverance and Procrastination Risk Taking and Personal Safety Reproductive Health Gambling/Online Gaming Privilege	Healthy and Safe Intimate Relationships Diversity and Inclusivity Unhealthy- and Unsafe Behaviours: Abuse, Stalking and Harassment Body Positivity	Living Independently Rights and Responsibilities at Work First Aid and CPR EXAMS

Achebe (Post 16)

Autumn – Health and Wellbeing	Spring - Relationships	Summer – Living in the Wider World
Blood and Organ Donation Self-Examination and Vaccination Alcohol and Drugs (Risk, Dangers and the Law) Health Decisions (Influence and Prevention) and Self Care	Intimate Relationships: Consent, Contraception and STIs Pornography and Sexting Harmful Sexual Behaviours and the Law LGBTQ+ Community	Youth Crime, Law and County Lines Human Rights and Responsibilities and Aid Personal Finance: Management and Responsibility Sustainability



Appendix 4 – by The End of Secondary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
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<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>



TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>