



# Sheffield Springs Academy

The best in everyone™

Part of United Learning

## RELATIONSHIPS AND SEX EDUCATION POLICY 2021

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. (DFE, 2019)

Date of Last Review – April 2021

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Person responsible for the Policy – Christopher Howard

Ratified by Governors – April 2021



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## 1. Aims

Sheffield Springs Academy is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. This policy sets out the aims of our Relationships, Sex and Health Education Policy at Sheffield Springs Academy and its approach in ensuring that all children are prepared for experiences and responsibilities of adult life in keeping with its core aims and values to bring out the 'best in everyone'.

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

At Sheffield Springs Academy we teach Relationships and Sex Education as set out in this policy. This policy has been developed in line with the DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Statutory guidance published by DfE in June 2019 can be found [here](#).

United Learning schools must have full regard to this guidance and any updates when preparing their delivery of these subjects. Sheffield Springs Academy is part of a Multi-Academy trust encompassing Primary, Secondary and Special Academies we must work to the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Sex and Relationship Education is compulsory for all secondary age students.

Note: In June 2020 DfE published a short update document here which set out that schools can delay teaching the content until the beginning of the summer term 2021 if the period of school closures has meant they are not ready to deliver teaching sooner.

## 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 about the 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. The general framework of the programme is designed to help young people identify and build positive relationships. Effective RSE should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1 and is based on the statutory guidance for RSE. 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.

#### 6. Delivery of RSE

RSE is taught within the Alternative Curriculum Experience Days (ACE) and through the science and RE curriculum. Ace Days includes Careers, and personal, social, health and economic (PSHE) education curriculum- through which the RSE is delivered. Biological aspects of RSE are taught within the Year 7 science curriculum, and other aspects are included in religious education (RE).

All students (from years 7-10) are taught aspects of RSE that are age appropriate. In year 9 however students do a more detailed and deeper learning of Relationships. In year 10, students receive stand-alone sex education sessions mostly delivered by their form tutors and in some instances by trained health professionals.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

#### 7. Approaches to teaching

A variety of teaching and learning styles will be used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning from, for

example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Students will normally be taught in mixed ability and mixed gender groups but, if appropriate, some topics may be delivered to single sex groups. The teaching of RSE will be handled sensitively by the teacher and it will be a matter of common practice that:

- Neither teacher nor student will be expected or required to answer a personal question;
- No-one will be forced to take part in a discussion;
- Sensitivity will be shown towards those of particular faith backgrounds;
- Nothing will be said that could be construed as embarrassing or offensive to other students.

Where appropriate, external speakers/organisations will be used to deliver aspects of the RSE curriculum.

## 8. Roles and responsibilities

### The governing board

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

### 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 9).

### 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.

### 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 and take appropriate action.

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

## 10. Training

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

The PSHE coordinator 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. Child Protection

Effective RSE could lead to disclosure of a child protection issue. If a student indicates that he/she is being, has been or is at risk of being abused, teachers will respond by dealing with it as a matter of child protection. This will be dealt with by the Academy's Designated Safeguarding Team. Please see Safeguarding and Child Protection Policy.

## 12. Equal Opportunities

Sheffield Springs Academy aims to ensure that the RSE programme is accessible and relevant to all students and takes into consideration specific needs in relation to learning style and to race, religion and gender issues. The academy will teach RSE to all students, regardless of ability.

Sheffield Springs Academy recognises that some students with special needs may be more vulnerable in dealing with personal relationships. Teachers and Teaching Assistants will discuss a student's individual educational needs and to ensure that they can fully access the programme. Some students with special needs will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. Sheffield Springs Academy recognises that these students will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Where necessary, staff will ensure that content is delivered at the appropriate cognitive level for the child.

Parents/carers who have concerns in relation to how the programme is delivered should discuss these with staff in the relevant Academy so that the issues can be resolved. Resources used will be checked for racial or gender stereotyping, which will be avoided.

### 13. Monitoring arrangements

The delivery of RSE is monitored by SLT and Heads of Year during a variety of arrangements such as monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by Form Tutors as part of our internal monitoring systems. This policy will be reviewed by Assistant Headteacher: Pupil Experience and Deputy Headteacher: Safeguarding annually. At every review, the policy will be approved by the governing board and Headteacher.

## Appendix 1: Curriculum map

## Relationships and sex education curriculum map

<b>YEAR 7 — MEDIUM-TERM OVERVIEW</b>		
Half Term		
<b>Autumn 1</b> Health & wellbeing	<p><b>Transition and safety</b></p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p> <p>PoS refs: H1, H2, H30, H33, R13, L1, L2</p>	<ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>
<b>Autumn 2</b> Living in the wider world	<p><b>Developing skills and aspirations</b></p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p> <p>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12</p>	<ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>
<b>Spring 1</b> Relationships	<p><b>Diversity</b></p> <p>Diversity, prejudice, and bullying</p> <p>PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> </ul>



		<ul style="list-style-type: none"> <li>• how to support others</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Health and puberty</b>  Healthy routines, influences on health, puberty, unwanted contact, and FGM  PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>
<b>Summer 2</b> Relationships	<b>Building relationships</b>  Self-worth, romance and friendships (including online) and relationship boundaries  PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate</li> <li>• consent</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Financial decision making</b>  Saving, borrowing, budgeting and making financial choices  PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>

## YEAR 8 — MEDIUM-TERM OVERVIEW

Half Term		
<b>Autumn 1</b> Health & wellbeing	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>• about medicinal and reactional drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Community and careers</b>  Equality of opportunity in careers and life choices, and different types and patterns of work  PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<b>Spring 1</b> Relationships	<b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Emotional wellbeing</b>  Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> </ul>

		<ul style="list-style-type: none"> <li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>
<b>Summer 1</b> Relationships	<b>Identity and relationships</b>  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b>  Online safety, digital literacy, media reliability, and gambling hooks  PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>

## YEAR 9 — MEDIUM-TERM OVERVIEW

Half Term		
<b>Autumn 1</b> Health & wellbeing	<b>Peer influence, substance use and gangs</b>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Setting goals</b>  Learning strengths, career options and goal setting as part of the GCSE options process  PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>
<b>Spring 1</b> Relationships	<b>Respectful relationships</b>  Families and parenting, healthy relationships, conflict resolution, and relationship changes  PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> </ul>

		<ul style="list-style-type: none"> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>
<b>Summer 1</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Employability skills</b> Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>• about young people's employment rights and responsibilities</li> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>

<b>YEAR 10 — MEDIUM-TERM OVERVIEW</b>		
Half Term		
<b>Autumn 1</b> Health & wellbeing	<b>Mental health</b>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including</li> <li>• online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>
<b>Spring 1</b> Relationships	<b>Healthy relationships</b>  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Exploring influence</b>  The influence and impact of drugs, gangs, role models and the media	<ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> </ul>

	PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>
<b>Summer 1</b> Relationships	<p><b>Addressing extremism and radicalisation</b></p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>
<b>Summer 2</b> Living in the wider world	<p><b>Work experience</b></p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from workexperience</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>



Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a subject to be agreed by the Head of Year in the Library.</p>