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# RELATIONSHIP AND SEX EDUCATION POLICY



### Document Control

<b>This document has been approved for operation within:</b>	All Trust Establishments
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## 1.0 INTRODUCTION

1.1 Our school recognises the importance that RSE can play in contributing to the development of healthy young people and this policy is designed to ensure that our students have access to all the teaching and resources that are required to enable them to make prudent judgements about sex and relationships.

## 2.0 AIMS

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

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

2.2 The objective of RSE is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. This is especially important given the findings of the OFSTED review of Sexual Abuse and Harassment in schools and colleges.

2.3 The school will aim to:

- Foster self-esteem, self-awareness, and a sense of personal moral responsibility
- Encourage self-respect and consideration for others
- Help develop skills in communication, decision-making and assertiveness
- Prepare students to avoid unnecessary risks and dangers

## 3.0 STATUTORY REQUIREMENTS

3.1 As a Secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

3.2 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](#). This includes recent and updated guidance from the Department for Education around Sexual Violence and sexual Harassment in schools and colleges and found in Keeping Children Safe in Education Part 5.

At Coal Clough Academy we teach RSE as set out in this policy.

3.3 Our school pays due regard to the legal requirements around political impartiality when delivering its RSE curriculum, particularly when working with external organisations or any material produced by them

- 3.4 Our school also pays due regard to our requirements under the Equality Act and Public Sector Equality Duty when planning and teaching RSE, to create an inclusive classroom

#### **4.0 DEFINITION OF RELATIONSHIP AND SEX EDUCATION**

- 4.1 RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.
- 4.3 RSE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care. It is about the teaching of sex, sexuality, and sexual health. It is also about the development of the student's knowledge and understanding of himself/herself as a sexual being, about what it means to be fully human, called to live in a right relationship with oneself, others and being enabled to make moral decisions according to an informed conscience.

#### **5.0 OBJECTIVES AND CURRICULUM**

- 5.1 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, students, and staff, taking into account the age, needs and feelings of students. We will continue to consult with parents, students and staff when reviewing this policy. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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

- 5.2 The school will endeavour to deliver relationship and sex education within a moral and values framework. This will be done through:
- Promotion of abstinence before the age of consent
  - Promotion of committed relationships and the value of family life
  - Teaching self-respect, dignity, self-restraint and respect for others
  - Promotion of tolerance of all types of relationships, religions, and personal views
  - Encourage students to reflect on their own relationships to develop an understanding of themselves, their sexuality and that of others so that their attitudes in relation to sexual activity are caring and responsible
  - Ensure that students appreciate the benefits of stable married life and the responsibilities of parenthood
  - Help students recognise the physical, emotional, and moral risks of casual and promiscuous sexual behaviour
  - Present biological facts in an objective and balanced manner and to use appropriate terminology to enable students to discuss issues without embarrassment or fear of ridicule

- Develop an awareness of an individual's legal responsibilities in relation to sexual behaviour
- Ensure other models of family and relationships are recognised and understood
- Using up to date information and resources
- Ensuring staff are confident in delivering sex education and using specialists to deliver areas of the curriculum where appropriate
- Regular reviewing of the RSE programme to ensure it meets the needs of students

## 6.0 ROLES AND RESPONSIBILITY

6.1 **Headteacher:** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE.

### 6.2 **Staff:**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

6.3 **Students:** all students should be willing to listen and ask questions whilst being aware that a variety of other views exist regarding moral issues related to RSE. They will be expected to have a concern for, and accept responsibility for, his/her knowledge and understanding of his/her sexual development. The Wider Community: the school will make appropriate use of external agencies and their personnel. All outside speakers and visiting agencies will meet with The Headteacher and Assistant Head to discuss content and delivery of sex education related to topics. They will be made aware of School's Relationship and Sex Education policy and be expected to work within it. Visiting speakers will always be a way of enhancing the programme not as a substitute for it.

6.4 **Parents:** recognising that parents are the primary educators of their children; the school will seek to support them in this task. We will ensure that parents are kept informed of RSE within the school, and of our expectations of their children.

6.5 **Governors:** governors are consulted on the development of the policy and kept informed of RSE within the school.

## 7.0 DELIVERY

7.1 RSE will be taught as part of the timetabled curriculum in KS1-4, Science and Citizenship curricula. It will also be enhanced through super learning days. For students who are absent during these days catch up sessions will be provided.

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

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

Topics around Sex Education will be delivered each half term.

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

- 7.3 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).

7.4 **Use of external organisations and materials**

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

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage

Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

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

We won't, under any circumstances:

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

## **8.0 PARENTS' RIGHT TO WITHDRAW**

8.1 Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

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

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

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

## **9.0 TRAINING**

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

9.2 The PSHE Co-ordinator 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.





## **10.0 COMPLAINTS PROCEDURE**

- 10.1 Any complaints about the sex education curriculum should be made to the Headteacher to be dealt with in line with the school's complaint policy.

## **11.0 MONITORING ARRANGEMENTS**

- 11.1 The delivery of RSE is monitored by Natalie Lewis (Head teacher) and the Assistant Heads through:
- Learning walks
  - Student voice
  - Work scrutinies

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

**APPENDIX 1: RELATIONSHIPS AND SEX EDUCATION CURRICULUM MAP as part of the PSHE curriculum.**

<b>Year 7 Medium Term Overview</b>			
Half term	Topic	Programme of study covered	In this unit of work, students learn ...
Autumn 1	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	H1, H2, H30, H33, R13, L1, L2	<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>
Autumn 2	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills and raising aspirations	R15, R39, L1, L4, L5, L9, L10, L12	<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>
Spring 1	<b>Diversity</b> Diversity, prejudice, and bullying	R3, R38, R39, R40, R41	<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> <li>• how to support others</li> </ul>
Spring 2	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	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> </ul>

			<ul style="list-style-type: none"> <li>• how to manage influences relating to caffeine, smoking and alcohol 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>
Summer 1	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	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 consent</li> </ul>
Summer 2	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	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>

<b>Year 8 Medium Term Overview</b>			
Half term	Topic	Programme of study covered	In this unit of work, students learn ...
Autumn 1	<b>Drugs and alcohol</b>  Alcohol and drug misuse and pressures relating to drug use	H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>• about medicinal and recreational 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> </ul>

			<ul style="list-style-type: none"> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>
Autumn 2	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	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>
Spring 1	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	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>
Spring 2	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	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> <li>• about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>
Summer 1	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	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> </ul>

			<ul style="list-style-type: none"> <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>
Summer 2	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	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	Topic	Programme of study covered	In this unit of work, students learn ...
Autumn 1	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	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> </ul>

			<ul style="list-style-type: none"> <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>
Autumn 2	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	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>
Spring 1	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	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> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>
Spring 2	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	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> </ul>

			<ul style="list-style-type: none"> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>
Summer 1	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	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>
Summer 2	<b>Employability skills</b> Employability and online presence	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>

Year 10 Medium Term Overview			
Half term	Topic	Programme of study covered	In this unit of work, students learn ...
Autumn 1	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	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> </ul>

			<ul style="list-style-type: none"> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>
Autumn 2	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	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 payday 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 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>
Spring 1	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	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> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>
Spring 2	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	H19, H20, H21, R20, R35, R36, R37	<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>



			<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>
Summer 1	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism	R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<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>
Summer 2	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work	H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	<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 work experience</li> </ul>

Year 11 Medium Term Overview			
Half term	Topic	Programme of study covered	In this unit of work, students learn ...
Autumn 1	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>
Autumn 2	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>
Spring 1	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> </ul>

			<ul style="list-style-type: none"> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
Spring 2	<p><b>Independence</b> Responsible health choices, and safety in independent contexts</p>	H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>
Summer 1	<p><b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> </ul>



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			<ul style="list-style-type: none"><li>• about 'honour based' violence and forced marriage and how to safely access support</li></ul>
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**APPENDIX 2: WHAT STUDENTS SHOULD KNOW**

**BY THE END OF SECONDARY EDUCATION STUDENTS SHOULD KNOW**

TOPIC	STUDENTS 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>
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> </ul>

	<ul style="list-style-type: none"> <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 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> </ul>

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|  | <ul style="list-style-type: none"><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> |
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### 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	