



## RELATIONSHIPS AND SEX EDUCATION POLICY

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**March 2024**

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Next review: **June 2025**

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## 1. Aims

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
- Follow the Catholic and School ethos in delivery of RSE

## 2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

## 3. Policy development

This policy has been developed in consultation with Governors, 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 consult on the RSE policy
4. Pupil consultation – we invited views from pupils to find out what they want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence

How a baby is conceived and born

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health, moral and economic (PSHMEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

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

Relationships education at Primary level focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

RSE at secondary level 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, LGBTQ+ 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). All learning is taught in line with the school and Catholic ethos.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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 or the Deputy Head.

The Deputy Head is responsible for the PSHMEE programme in the across the school, which encompasses RSE in the scheme of work.

Science and religious studies teachers will also deliver certain aspects of the RSE curriculum detailed in their schemes of work.

All tutors and support tutors will be expected to deliver the RSE programme in line with the school's policy.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Lower School RSE

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

Senior School RSE:

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.

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.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All teaching staff at the school are required to complete the E-Learning training course, provided in a partnership between **ecpublishing** and the **Catholic Education Service** in conjunction with the **Department for Education**. The online course provides training for teachers in Catholic primary and secondary schools on the new statutory RSHE (Relationship, Sex and Health Education) curriculum.

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

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head and the Director of Lower School through: planning scrutinies, learning walks and book checks.

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

This policy will be reviewed by the Deputy Head, annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### PSHMEE and Relationships and sex education curriculum map – Years 1-6

Year	TOPICS	STRAND
1	<b>1. Feelings Special people</b>	Health & Ed
	1. Feelings	Health & Ed
	2. Emotions/behaviour	Health & Ed
	3. I am special	Relationships & Education
	4. Special people	Relationships & Education
	<b>2. Staying safe</b>	
	1. Staying safe in my school	Living in wider world & Health Ed.
	2. Staying safe outside	Living in wider world, Relationships & Ed.
	3. Staying safe at home	Health Ed.
	4. Keeping myself safe	Relationships Ed. & Health Education
	<b>3. Healthy Me</b>	
	1. Keeping fit is fun	Health Ed.
	2. Sweets	Health Ed.
	3. How can being online be unhealthy	Health Ed.
	4. Keeping safe in the sun	Health Ed.
	<b>4. All around us</b>	
	1. Our beautiful world	Health Ed.
	2. Reducing for the planet	Living in the wider world
	3. New from old	Living in the wider world/ Health Ed.
	4. We make a difference	Living in the wider world
	<b>5. Money Matters</b>	
	1 Where does my money come from	Living in the wider world
	2. How can I keep my money safe	Living in the wider world
	3. Where do adults get their money from	Living in the wider world
	4. What job would I like when I grow up	Living in the wider world

Year	TOPICS	STRAND
2	<b>1.Different types of families</b>	
	1. What is a family?	Relationships & Education
	2. Families are different and the same	Relationships & Education
	3. How do you spend time with your family	Relationships & Education
	4. Weddings and marriage	Relationships & Education
	<b>2.Healthy Bodies</b>	
	1 Things that keep us healthy	Health Ed.
	2. Keeping ourselves healthy	Health Ed.
	3. Keeping healthy- Keeping clean	Health Ed.
	4. My body – My voice	Relationships Education
	<b>3Feelings included</b>	
	1. An alien welcome	Relationships Education & Health Ed.
	2. Including everyone	Relationships Education
	3. We've fallen out!	Relationships Education
	4. Important people in history	Relationships Education
	<b>4.Healthy minds</b>	
	1. Marvellous minds	Health Ed.
	2. Emotions everywhere	Health Ed.
	3. Screen time & sleep	Health Ed.
	4. Self-care & relaxation	Health Ed.
	<b>5.Caring for the environment &amp; social responsibility</b>	
	1. I can help make a difference	Relationships Education & Health Ed.
	2. I can help make a difference to our world	Living in the wider world
	3. Who really lives in my local environment	Living in the wider world
	4. I can improve my local environment	Living in the wider world



Year	TOPICS	STRAND
3	<b>1.Safety online</b>	
	1. Internet: Good bits & bad bits	Relationships & Education, Health Ed.
	2. It's private	Relationships & Education
	3. Friends forever	Relationships & Education
	4. It's playtime	Health Ed.
	5. Safety online: Our advice	Relationships & Education, Health Ed.
	<b>2.Celebrating achievements &amp; Being Resilient</b>	
	1. Celebrating achievements	Health Ed.
	2. Setting goals & having aspirations	Health Ed.
	3. Resilience	Health Ed.
	4. Growth mindset	Health Ed.
	5. It's OK to fail	Relationships & Education, Health Ed.
	<b>3.Being part of a community</b>	
	1. I belong in my class	Living in the wider world
	2. I belong in my family	Living in the wider world
	3. I belong in my community	Living in the wider world
	4. Kindness in my community	Health Ed.
	5. It's everyone's community	Living in the wider world
	<b>4.Exercise</b>	
	1. What's so good about exercise?	Health Ed.
	2. Let's have fun & get fit!	Health Ed.
	3. What happens to my body if I don't exercise?	Health Ed.
	4. Getting healthy outdoors	Health Ed.
	5. Recognising ill health and asking for help	Health Ed.
	<b>5.Stereotypes</b>	
	1. Boys Vs Girls	Relationships Education
	2. Men Vs Women	Relationships Education
	3. Fairy tales with a difference	Relationships Education
	4. That's stereotyping!	Relationships Education
	5. Knowing what to say	Relationships Education
	<b>6.What I like</b>	
	1. My favourite things	Health Ed.
	2. My value and what's important to me	Health Ed.
	3. Differences in opinion	Relationships Education
	4. I have choices	Relationships Education
	5. What to do if I'm worried	Relationships Education

Year	TOPICS	STRAND
4	<b>1.Nutrition &amp; Dental health</b>	
	1. Healthy food – Healthy me	Health Ed.
	2. Unhealthy choices – unhealthy me	Health Ed.
	3. Chef for the day	Health Ed.
	4. Looking after myself	Health Ed.
	5. Looking after my teeth	Health Ed.
	<b>2.Human Rights</b>	
	1. Playtime for everyone!	Living in the wider world
	2. Our class charter	Living in the wider world
	3. Born free	Living in the wider world
	4. When rights are taken away	Living in the wider world
	5. Happy, happy, happy	Living in the wider world
	<b>3.Emergency situations</b>	
	1. What is an emergency?	Health Ed. & Living in the wider world
	2. First Aid	Health Ed.
	3. Fire safety	Health Ed.
	4. Water safety	Health Ed. & Living in the wider world
	5. Celebrating our emergency services	Living in the wider world
	<b>4.Respect</b>	
	1. A fantastic friend	Relationships Education
	2. I don't like it when...	Relationships Education
	3. When friendships go wrong	Relationships Education
	4. Five fingers	Relationships Education & Living in the wider world
	5. It's only a joke!	Relationships Education & Living in the wider world & Health Ed.
	<b>5.Money Matters</b>	
	1. What is money?	Living in the wider world
	2. How does society manage our money?	Living in the wider world
	3. What can I do to make money in the future?	Living in the wider world
	4. Enterprise Project-wk1	Living in the wider world
	5. Enterprise Project-wk2	Living in the wider world
	<b>6.Falling out and making up</b>	
	1. Why is friendship important?	Relationships Education
	2. What makes a good friend?	Relationships Education
	3. Falling out	Relationships Education & Living in the wider world
	4. Feeling left out	Relationships Education
	5. Healthy friendships	Relationships Education

Year	TOPICS	STRAND
5	<b>1.Body image</b>	
	1. My awesome body!	Health Ed.
	2. Body image through the ages	Relationships & Education, Health Ed.
	3. Images on the internet	Relationships & Education, Health Ed.
	4. The big debate	Relationships & Education, Health Ed.
	5. Celebrating our bodies	Relationships & Education, Health Ed.
	<b>2.Bereavement and loss</b>	
	1. Loss	Health Ed.
	2. Losing someone we love	Health Ed. & Relationships & Education
	3. Celebrating life	Health Ed. & Relationships & Education
	4. Celebrating life in other cultures	Health Ed. & Relationships & Education
	5. When families change	Health Ed. & Relationships & Education
	<b>3.Fake news</b>	
	1. What is fake news?	Health Ed.
	2. How to spot fake news?	Health Ed.
	3. Clickbait	Health Ed. & Living in the wider world
	4. Advertising	Health Ed. & Living in the wider world
	5. Who are you?	
	<b>4.Life in plastic</b>	
	1. What is plastic?	Living in the wider world
	6. How does plastic affect our planet?	Living in the wider world
	7. Making changes	Living in the wider world
	8. Party time!	Living in the wider world
	9. Reduce- Recycle- Reuse	Living in the wider world
	<b>5.Puberty</b>	
	1. What is puberty?	Health Ed.
	2. Changes in emotions	Health Ed.
	3. Body parts	Health Ed. & Relationships Education
	4. Menstrual cycle	Health Ed.
	5. What happens to boys?	Health Ed.
	<b>6.Changes in friendships</b>	
	1. What does friendship look like?	Relationships Education
	2. Falling out	Relationships Education
	3. Being a bystander	Relationships Education
	4. Who can we trust?	Relationships Education
	5. Friendships online	Relationships Education

Year	TOPICS	STRAND
6	<b>1. Drugs and alcohol education</b>	
	1. What are drugs?	Health Ed.
	2. Legal or illegal?	Health Ed.
	3. Why do people take drugs?	Health Ed.
	4. Cigarettes and smoking	Health Ed.
	5. Alcohol	Health Ed.
	<b>2. Sex Education</b>	
	1. What is love?	Health Ed. & Relationships & Education
	6. Sexual attraction	Relationships & Education
	7. Consent	Relationships & Education
	8. Conception	Health Ed. & Relationships & Education
	9. More about babies	Relationships & Education
	<b>3. Mental and emotional health</b>	
	1. What are emotions?	Health & Wellbeing
	2. Mindfulness	Health & Wellbeing
	3. Self-care	Health & Wellbeing
	4. Sleep	Health & Wellbeing
	5. Feeling worried	Health & Wellbeing
	<b>4. Global sustainable development goals</b>	
	1. Our world , what's the damage?	Living in the wider world
	2. Global sustainable development goals	Living in the wider world
	3. To travel or not to travel	Living in the wider world
	4. What's the good news?	Living in the wider world
	5. What can we do to make our world more sustainable?	Living in the wider world
	<b>5. E-safety and social media</b>	
	1. The internet – is it all bad?	Relationships Education
	6. What's my password?	Relationships Education
	7. You've won a prize!	Relationships Education
	8. You're not my friend	Relationships Education
	9. It's personal!	Relationships Education
	<b>6. Anti-social behaviour and the role of The Police and The Law</b>	
	1. Name that crime	Living in the wider world
	2. It's my right!	Living in the wider world
	3. Community matters	Living in the wider world
	4. Controversial issues	Living in the wider world
	5. You are the judge	Living in the wider world

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</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>
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>



TOPIC	PUPILS SHOULD KNOW
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>

TOPIC	PUPILS SHOULD KNOW
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>

RSE is taught within the personal, social, health, moral and economic (PSHMEE) education curriculum. Below is the Curriculum map for Years 7-12

Week	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1	What is PSHMEE and RSE?	1 <sup>st</sup> Aid	Healthy and unhealthy friendships	New challenges	The sleep factor	Career employability
2	Personal relationships - family and friends	1 <sup>st</sup> Aid	Managing risks online <b>Run by SDS</b>	<b>Elevate</b>	Goal setting - ready aim fire	Computer literacy Employability skills
3	Dealing with change	What is vaping and is it as bad as smoking?	Risk in relation to gangs	You're beautiful	Resilience	Research different jobs
4	<b>The Big Draw</b>					
5	Keeping safe - my life on screen	Cancer – Awareness Introduction	Risks and consequences	How to reframe negative thinking	Exam stress	Career apprenticeships
6	Drugs – why are they dangerous Class A, B and C	The law and addiction	Getting out	Recognising mental ill-health and when to get help	Social media and well being	Applications and personal presentations
1	Unifrog What are skills? <a href="https://www.unifrog.org/teacher/resources/sort/what-are-skills">https://www.unifrog.org/teacher/resources/sort/what-are-skills</a>	<b>Bletchley Park</b>	Employing you	Banking	Unifrog Choices choices  <a href="https://www.unifrog.org/teacher/resources/sort/post-16-choices-choices">https://www.unifrog.org/teacher/resources/sort/post-16-choices-choices</a>	Class A drugs
2	Unifrog Careers and personality profile  <a href="https://www.unifrog.org/teacher/resources/year-7-grade-6/interests-profile">https://www.unifrog.org/teacher/resources/year-7-grade-6/interests-profile</a>	Careers – Development focus; how can we develop our teamwork skills	Unifrog Personality profile  <a href="https://www.unifrog.org/teacher/resources/sort/personality-profile">https://www.unifrog.org/teacher/resources/sort/personality-profile</a>	Banking part 2	Unifrog CVs card sort  <a href="https://www.unifrog.org/teacher/resources/sort/distance-learning-cv-card-sort">https://www.unifrog.org/teacher/resources/sort/distance-learning-cv-card-sort</a>	Class B Drugs
3	Unifrog Careers treasure hunt  <a href="https://www.unifrog.org/teacher/resources/year-7-grade-6/careers-library-treasure-hunt-1">https://www.unifrog.org/teacher/resources/year-7-grade-6/careers-library-treasure-hunt-1</a>	Careers – Development focus; how can we develop our communication skills	Unifrog Social media and personal brand  <a href="https://www.unifrog.org/teacher/resources/sort/work-experience-social-media-and-personal-brand">https://www.unifrog.org/teacher/resources/sort/work-experience-social-media-and-personal-brand</a>	Ways to save money	Unifrog Employment rights for young people  <a href="https://www.unifrog.org/teacher/resources/sort/employment-rights-for-young-people">https://www.unifrog.org/teacher/resources/sort/employment-rights-for-young-people</a>	Class C drugs + prescription drugs

4	Resilience	Careers – What are National Insurance and income tax? Reading Pay slips	Choices lesson (school based)* To be updated when options process confirmed	Gambling	Unifrog Discover your competencies  <a href="https://www.unifrog.org/teacher/resources/sort/individual-project-competencies">https://www.unifrog.org/teacher/resources/sort/individual-project-competencies</a>	Relaxation
5	<b>FEAST DAY</b>					
6	Problem solving	expanding horizons	Unifrog	Money mules	Unifrog Revision Good vs Bad <a href="https://www.unifrog.org/teacher/resources/sort/revision-good-vs-bad">https://www.unifrog.org/teacher/resources/sort/revision-good-vs-bad</a>	Relaxation
Spring Jan 2023						
1	Radicalisation and extremism	Keeping Safe and Positive relationships	Different types of relationships (family life)	Why do people become extremists	MOCKS	Mocks
2	Prejudice and discrimination	Internet Safety – Online grooming	Personal relationships – Violence and abuse	Gender stereotypes	Mocks	Mocks
3	Cyberbullying	Cyberbullying	Online Safety	Safer online relationships	Self Image	Critical Thinking
4	Bullying or Banter	Discrimination teens and media	Parenting	Equality	Relationships and sexuality	Free speech and hate speech
5	Falling in Love	Prejudice and discrimination	The adoptables	Consent	Consent Rape and sexual abuse	Free speech and hate speech

6	Keeping Safe and positive relationships	British Values – tolerance and anti racism	Knowing my rights and responsibilities (10:10) (This includes a section on consent)	Mental Health	Relationship Breakups	Social Justice
Spring 2023						
1	My Body – changing bodies (incl. puberty, periods)	Attitudes towards mental health (PSHE association)	Peer Pressure	Role models	First Aid - Intro	Cosmetic and Plastic Surgery Pt1
2	FGM – what it is and why it is so dangerous?	Promoting emotional wellbeing	Body Image – eating disorders	Social media (PHE resource)	First Aid - CPR	Cosmetic and Plastic Surgery Pt2
3	National Careers Week and Science & Engineering Week	National Careers Week and Science & Engineering Week	National Careers Week and Science & Engineering Week	National Careers Week and Science & Engineering Week	National Careers Week and Science & Engineering Week	Gender and Identity Pt1
4	Comic relief and Charity Work – Discussion and exploration (Turkey-Syria Earthquake)	Comic relief and Charity Work – Discussion and exploration (Turkey-Syria Earthquake)	Comic relief and Charity Work – Discussion and exploration (Turkey-Syria Earthquake)	Comic relief and Charity Work – Discussion and exploration (Turkey-Syria Earthquake)	Comic relief and Charity Work – Discussion and exploration (Turkey-Syria Earthquake)	Gender and Identity Pt2
5	The sleep factor – What do we mean by a healthy lifestyle?	Healthy coping strategies	Teenage Cancer trust – what is cancer	Drug and alcohol education – substance use and assessing risk	What is Cancer? Coppa Feel	Miscarriage and unplanned Pregnancy Pt1
6	Healthy Living - Not eating healthily – what are the consequences?	Self-Aware	Teenage Cancer Trust – what is cancer part 2	How Harmful is Binge drinking	Organ and tissue donation	Miscarriage and unplanned Pregnancy Pt2
Summer 23						

1	Healthy – inside and out Mental Health issues – depression focus	Safe Sex - Consent	My Body - Love people - use things	Valuing diversity (PSHE association)	Parenting	Careers – Core Subjects
2	Healthy Living – Exercise	Safe Sex Contraception		County Lines	Pregnancy	Careers continued
3	What is my personal identity and why is diversity important?	Safe Sex dangers of pornography	Emotional well-being - In control of my choices (10:10)	Understanding and preventing extremism (PSHE association)		Personal Statement
4	Keeping good friendships and avoiding toxic ones	Safe sex – Sexting and sharing images	Life cycles -Fertility and contraception (10:10)	Radicalisation (PSHE association)		Personal Statement
5	Romance and Relationships	Safe sex - STIs	Keeping safe - one hundred percent (10:10)	Prejudice and stereotypes		Plagiarism
1	Money and budgeting	How do I keep my finances secure?	Unifrog Digital footprint	Unifrog Work experience – how to contact employers		Honour Violence
2	Money Management	Enterprise: designing an app	Unifrog Personal Brand	Unifrog Work experience – how to behave in the workplace		Feminism Pt 1
3	Borrowing and Lending	Trust me: Content	Unifrog Employment Rights	Unifrog Work experience – health and safety		Feminism Pt 2
4	Financial Products	Deciding what to watch (BBFC)	Unifrog Your skills your future	Unifrog – skills and enterprise start up challenge		Date Rape
5	Financial Transactions	Causes of cybercrime	Unifrog Feedback	ENTERPRISE CHALLENGE		

### 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	