



**KING EDWARD VI**  
HIGH SCHOOL

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## **KING EDWARD VI HIGH SCHOOL**

### **RELATIONSHIP AND SEX EDUCATION POLICY**

**Encouraging and supporting all our learners to  
"Be the best that they can be"**

**Approved Date**                      **September 2020**

**Head teacher**

**Mr J Christey**

**Governor**

**Mrs M Witts**

**Review Date**

**Annually**



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## 1. Aims and Vision

### 1.1 **Our Aim:**

The aims of relationships and sex education (RSE) at King Edward VI High School are to:

- 1.1.2 Ensure that it is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
- 1.1.3 Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- 1.1.4 Provide a framework in which sensitive discussions can take place.
- 1.1.5 Deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- 1.1.6 Help pupils develop feelings of self-respect, confidence and empathy.
- 1.1.7 Create a positive culture around issues of sexuality and relationships.
- 1.1.8 Teach pupils the correct vocabulary to describe themselves and their bodies.
- 1.1.9 Give a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- 1.1.10 Ensure gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenge all forms of discrimination in RSE lessons and in every-day school life.
- 1.1.11 Promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including



friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.

1.1.12 To ensure teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

1.1.13 To work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

## 1.2 **Our Vision:**

1.2.1 At King Edward VI high School our vision is that by the time our pupils leave school in Year 11, they will be able to make informed decisions regarding their own health and personal well-being whilst also having regard for the well-being of others.

1.2.2 As per King Edward VI High School ethos, during the RSE programme pupils will receive high quality teaching so that they have the best opportunity to leave school well prepared to be good citizens that feel safe and happy and therefore able to make positive contributions to society.

## 2. **Statutory requirements**

2.1 As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

2.2 In teaching RSE, we must have regard to:

- [Guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' Statutory [guidance](#).



- DfE 'Equality Act Advice for Schools' [guidance](#).

### 3. Policy development

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

- Review – a working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent consultation – parents and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

### 4. Definition

4.1 Relationship and sex education (RSE) is defined as:

*"A programme designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed."*



- 4.2 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.
- 4.3 RSE involves a combination of sharing information and exploring issues and values.
- 4.4 RSE is not about the promotion of sexual activity.

## **5. Curriculum**

- 5.1 Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.
- 5.3 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not look to seek answers online.

## **6. Delivery of RSE**

- 6.1 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).
- 6.2 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).



- 6.3 Pupils will receive stand-alone sex education sessions delivered by a trained health professional.
- 6.4 Is taught by qualified staff (with expert visitors invited in to enhance and supplement the programme where appropriate).
- 6.5 Pupils will also receive RSE during some of their year group assemblies.
- 6.6 Lessons are inclusive and differentiated where needed to meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
- 6.7 For more information about our RSE curriculum, see Appendix 1.

## **7. Safeguarding, reports and confidentiality**

- 7.1 At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 7.2 We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.
- 7.3 All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.



7.4 When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

## **8. Roles and responsibilities**

### **8.1 Governors**

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

### **8.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PHSE coordinators and/or the Headteacher.

### **8.4 Staff responsible for teaching RSE in school are:**

- Any member of staff with form tutor responsibilities.





## 8.5 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**

9.1 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.

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

9.3 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.

9.4 An alternative arrangement will be made for pupils withdrawn from sex education and alternative work will be given.

## **10. Training**

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

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

## **11. Monitoring arrangements**

11.1 The delivery of RSE is monitored by PSHE Coordinators

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



11.3 We will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

*This policy will be reviewed by the PSHE Coordinators annually or when changes are made. At every review, the policy will be approved by the Headteacher and the governors.*



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	<p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• Understanding the difference between genuine and toxic friendships</li> <li>• How to be a good friend</li> <li>• Identifying the warning signs of a toxic friendship</li> <li>• Thinking about how you behave with your friends and how you act towards other people</li> <li>• Knowing that I can walk away from friendships that are not good for me</li> </ul> <p><b>Diversity and Prejudice</b></p> <ul style="list-style-type: none"> <li>• Thinking about their own identity</li> <li>• How their identity could change</li> <li>• Understanding what diversity is</li> <li>• Understanding what immigration is</li> <li>• Understanding what prejudice is and how it can lead to discrimination</li> </ul> <p><b>Cyberbullying</b></p> <ul style="list-style-type: none"> <li>• Understanding what cyberbullying is</li> <li>• What is the difference between physical and cyber bullying?</li> <li>• Knowing the different types of cyberbullying               <ul style="list-style-type: none"> <li>➢ Text messages</li> <li>➢ Social networks</li> <li>➢ Online gaming</li> <li>➢ Fake accounts</li> <li>➢ Images</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group work</li> <li>• Board game</li> <li>• Short video clips</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Examples linked to Safford</li> <li>• Activity to think about who they are</li> <li>• Group discussion</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Looking at and ranking different real-life scenarios</li> <li>• Written activities</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>Knowing what to do and who to contact if you or someone you know are victims of cyberbullying</li> </ul> <p><b>Sharing online</b></p> <ul style="list-style-type: none"> <li>Understanding what your digital footprint is</li> <li>I know that everything I post online can be seen by anyone</li> <li>I know how I can stay safe online and reduce my digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lesson</li> <li>Video clips</li> <li>Group discussions</li> <li>Written activities</li> </ul>
Year 7	Summer 1	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Understanding how to keep safe and positive relationships</li> <li>Knowing how dangerous people can seek out young people by using and not using the internet</li> <li>Discussing different real-life dangerous relationship situations and advising how to deal with them</li> <li>Understanding that there are dangerous relationships within peer groups and home life</li> </ul> <p><b>Romance and relationships</b></p> <ul style="list-style-type: none"> <li>Knowing what to expect if someone is romantically involved with someone else – how they may behave, how they may be feeling</li> <li>Understanding that friendship is an important part of any relationship</li> <li>Understanding why people have certain feeling in romantic relationships (dopamine)</li> <li>Knowing the qualities expected for a meaningful relationship</li> <li>Understanding that these qualities have to be present in both people for a positive relationship to happen</li> </ul> <p><b>Self Esteem</b></p> <ul style="list-style-type: none"> <li>Knowing what self-esteem is</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lesson</li> <li>Video Clips</li> <li>Discussion</li> <li>Case studies</li> </ul> <ul style="list-style-type: none"> <li>PSHE lesson</li> <li>Video Clips</li> <li>Written activities</li> <li>Literacy activities</li> </ul> <ul style="list-style-type: none"> <li>PSHE lesson</li> <li>Literacy activity</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Understanding how self-esteem affects people</li> <li>• Understanding how low self-esteem can affect many aspects of a person's life, including relationship choices</li> <li>• Exploring different ways to boost a person's self-esteem</li> <li>• Applying the different ways to boosting self-esteem to different case studies</li> </ul> <p><b>Family types and marriage</b></p> <ul style="list-style-type: none"> <li>• Understanding the different types of family</li> <li>• Knowing the roles of family members</li> <li>• Understanding how roles within families have changed since the 1950s</li> <li>• Understanding why we need to learn about different family types</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video Clip</li> <li>• Literacy activity</li> <li>• Group/pair activity</li> </ul>
Year 8	Autumn 2	<p><b>Why should we help people? (following first aid lessons)</b></p> <ul style="list-style-type: none"> <li>• I know what the bystander effect is</li> <li>• Understanding why the bystander effect happens</li> <li>• Being able to encourage other to help people in certain situations</li> </ul> <p><b>Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• Understanding what peer pressure is</li> <li>• Knowing the meaning of herd mentality</li> <li>• Learning strategies to resist peer pressure</li> <li>• Understanding possible consequences of peer pressure</li> <li>• Understanding the different kinds of peer pressure young people may endure</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Understanding what respect means</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Case studies</li> <li>• Designing a poster on the importance of helping people</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Case studies</li> <li>• Literacy activity</li> <li>• Group activities</li> <li>• Group discussion</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video Clip</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Understanding why respect is important</li> <li>• Identifying ways of showing respect</li> <li>• Understanding how respect can improve personal relationships</li> <li>• Understanding how respect can improve the learning environment</li> </ul> <p><b>Racist and Religious Bullying</b></p> <ul style="list-style-type: none"> <li>• Understanding what racist and religious bullying is</li> <li>• Knowing the difference between racist and religious bullying and 'normal' bullying</li> <li>• Determining what are the facts and what are the myths around racist and religious bullying</li> <li>• Racist and Religious bullying in schools</li> </ul> <p><b>Online Safety - Grooming</b></p> <ul style="list-style-type: none"> <li>• I know what a 'groomer' is</li> <li>• Understanding the different ways groomers will try to exploit young people</li> <li>• Knowing the warning signs that someone could be a groomer</li> <li>• Knowing what to do if you or someone you know is in this situation</li> <li>• Understanding possible consequences of being groomed</li> </ul> <p><b>Online Safety – Sexting</b></p> <ul style="list-style-type: none"> <li>• Understanding what sexting is</li> <li>• Knowing the dangers and possible consequences of sexting</li> <li>• Understanding the law and sexting whilst discussing the difference between the legal age of consent for sexting and sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy activity</li> <li>• Group/pair activity</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group discussions</li> <li>• Creating an individual piece of work about racist and religious bullying (Poster, script or prose).</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Group discussion</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group discussion</li> <li>• Case studies</li> <li>• Written activities</li> </ul>
Year 8	Summer 1	<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• Knowing the difference between a healthy and an unhealthy relationship</li> <li>• Understanding why unhealthy relationships are bad for our self esteem</li> <li>• Knowing strategies to get away from an unhealthy relationship</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video Clip</li> <li>• Group/pair discussion</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Being able to analyse different scenarios and highlighting potential warning signs of an unhealthy relationships</li> <li>• Understanding why some people may not leave or find it difficult to leave an abusive relationship</li> </ul> <p><b>Banter</b></p> <ul style="list-style-type: none"> <li>• Recognising possible signs of when banter turns to bullying</li> <li>• Being able to analyse different real-life situations of when banter maybe bullying</li> <li>• Understanding what is and what is not acceptable as banter</li> <li>• Understanding the possible consequences of banter</li> <li>•</li> </ul> <p><b>Intimacy</b></p> <ul style="list-style-type: none"> <li>• Understand what ‘normal’ sexual development is</li> <li>• Explain the different levels of intimacy in relationships</li> <li>• Discuss ways people can show their feelings towards each other without having sexual intercourse</li> <li>• Understanding why different levels of intimacy are illegal at different ages</li> <li>• Understanding what the law is for sex, drink and drugs and rape</li> </ul> <p><b>Sex and alcohol issues</b></p> <ul style="list-style-type: none"> <li>• Understanding the different effects alcohol has on your body</li> <li>• Be able to explain how alcohol affects your decision-making process</li> <li>• Understanding the impacts of drink and drugs and your decisions about sex</li> <li>• Thinking about contraception and sexually transmitted diseases</li> <li>• Understanding that being in a relationship does not mean you have to be intimate with someone</li> </ul> <p><b>Is Britain Racist?</b></p> <ul style="list-style-type: none"> <li>• Understanding the racism that is in Britain</li> <li>• Understanding the law and racism</li> <li>• Understanding how society plays a part in why people are racist</li> </ul>	<ul style="list-style-type: none"> <li>• Written activities</li> <li>• Card sort activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Literacy activities</li> <li>• Video Clips</li> <li>• Group/pair discussion</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Literacy activity</li> <li>• Video Clip</li> <li>• Group/pair discussion</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group/pair discussion</li> <li>• Visual aids</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Full lesson BBC documentary</li> </ul>







YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• What is gender stereotyping?</li> <li>• Understanding how gender stereotyping can lead to sexism, affecting women</li> <li>• Thinking about how gender stereotyping has affected women in the past and today</li> <li>• Learning how the world has changed for women</li> </ul> <p><b>Homophobia</b></p> <ul style="list-style-type: none"> <li>• Knowing what LGBT+ stands for</li> <li>• Understanding the difference between Sexual orientation and gender identity</li> <li>• Understanding the effects and consequences of LGBT+ bullying</li> <li>• Learning about how different people, famous and non-famous, have stood up for equality for the LGBT+ community</li> <li>• Thinking about the issue's LGBT+ pupils may face in schools</li> <li>• Discussing how can we as a school, support LGBT pupils</li> </ul> <p><b>Transphobia</b></p> <ul style="list-style-type: none"> <li>• Know what transgender means</li> <li>• Understand what transitioning means</li> <li>• Understand why it is important to learn about gender, sex and trans identity</li> <li>• Have common questions about trans people answered</li> <li>• Understand a trans persons thought around transitioning</li> <li>• Understand the effects bullying has on trans people</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Case studies</li> <li>• Scenarios</li> <li>• Video clip</li> <li>• Discussions</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Case studies</li> <li>• Whole school assembly</li> <li>• Discussions</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video Clip</li> <li>• Discussion</li> <li>• Real life scenario</li> </ul>
Year 9	Summer 1	<p><b>Child Sexual Exploitation</b></p> <ul style="list-style-type: none"> <li>• Understanding the different kinds of CSE</li> <li>• Understanding how an unhealthy relationship can lead to CSE</li> <li>• Knowing who could be a victim and who could be an offender</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video Clips</li> <li>• Group/pair discussion</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Knowing what is and what is not love</li> <li>• Spotting the signs of an unhealthy relationship</li> <li>• Understanding that when a relationship changes to an unhealthy one, you could be asked to do sexual things that you do not want to do</li> <li>• Understanding how easy it is to be drawn into an unhealthy relationship</li> <li>• Knowing what to do if you spot the warning signs of CSE in your own or someone else's relationship</li> </ul> <p><b>Are you ready for sex?</b></p> <ul style="list-style-type: none"> <li>• The difference between how the media portrays sexual relationships compared to real life</li> <li>• Understand the issues surrounding consent</li> <li>• Understanding why the decision to have sexual intercourse is an important one</li> </ul> <p><b>Sexually Transmitted Diseases</b></p> <ul style="list-style-type: none"> <li>• Understanding what Sexually transmitted diseases are</li> <li>• Knowing how STIs are transmitted</li> <li>• Understanding the importance of practicing safe sex</li> <li>• Knowing what the different STIs are and what they look like</li> <li>• Understanding how easy STIs can be to cure</li> <li>• Understanding the effects of STIs if they are not treated</li> <li>• Knowing what HIV is</li> </ul> <p><b>Contraception</b></p> <ul style="list-style-type: none"> <li>• Knowing what different types of contraception is available</li> <li>• Understanding how to use different types of contraception</li> <li>• Understanding what the contraception does</li> <li>• Knowing how to put a condom on safely and effectively</li> <li>• Understanding the myths and facts surrounding contraceptives</li> </ul> <p><b>Pregnancy issues – abortion</b></p>	<ul style="list-style-type: none"> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Written activity</li> <li>• Group/pair discussion</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group/pair discussions</li> <li>• Images</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group/pair discussion</li> <li>• Visual aids</li> <li>• Practical presentation</li> <li>• Group quiz</li> </ul>

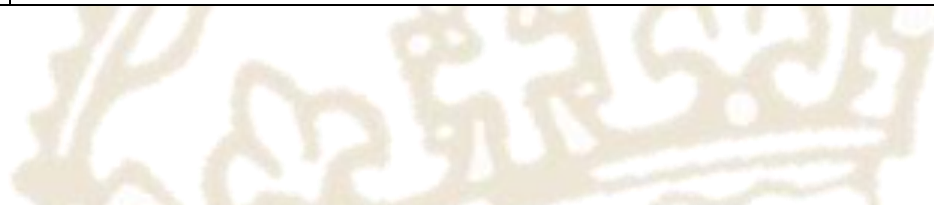


YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Understanding how abortions happen</li> <li>• Understanding the different reasons people get an abortion</li> <li>• Understanding the different stages of pregnancy and abortion</li> <li>• Knowing potential physical and psychological dangers of abortion</li> <li>• Discussing a woman's right to choose an abortion</li> <li>• Knowing what the law is in the UK about abortion</li> <li>• Understanding the options available to young people who become pregnant – abortion, adoption and fostering</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Class discussion</li> <li>• Literacy activities</li> </ul>
Year 10	Autumn 2	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Understand why it is important to show and treat others with respect</li> <li>• Learn different ways of showing respect to others, both verbally and non-verbally</li> <li>• Learn how respect can improve the learning environment in school</li> </ul> <p><b>Break ups</b></p> <ul style="list-style-type: none"> <li>• Understanding why break ups can happen</li> <li>• Managing break ups amicably</li> <li>• Identifying strategies for how to help friends, and themselves, deal with heart break, after a break-up</li> <li>• Understanding and managing emotions during break ups</li> </ul> <p><b>Consent Rape and Harassment</b></p> <ul style="list-style-type: none"> <li>• Understanding what consent is</li> <li>• Recognising when sexual boundaries have been crossed</li> <li>• Understanding what rape is, what statutory rape is, what acquaintance rape is and what date rape is</li> <li>• Understanding what sexual assault is</li> </ul> <p><b>Pornography</b></p> <ul style="list-style-type: none"> <li>• Identifying the different ways pornography can be harmful to the viewers and the people involved in the industry</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Group work</li> <li>• Video clip</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Group discussion</li> <li>• Literacy activity</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Group/pair discussion</li> <li>• Literacy activity</li> <li>• BBC documentary video</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Understanding the effects of pornography on the brain and the impact this can have on lives</li> <li>• Understanding how continuous watching of pornography can affect healthy sexual relationships</li> </ul> <p><b>Healthy Romantic Relationships</b></p> <ul style="list-style-type: none"> <li>• Knowing the difference between a healthy and unhealthy relationship</li> <li>• Understanding why unhealthy relationships are bad for our self esteem</li> <li>• Learning strategies to get out of an unhealthy relationship</li> <li>• Thinking about the consequences of unhealthy relationships</li> </ul> <p><b>Forced marriage</b></p> <ul style="list-style-type: none"> <li>• Learning what forced marriage is</li> <li>• Understanding that it happens in Britain</li> <li>• Understanding the effects forced marriage has on people</li> <li>• Knowing where to report a forced marriage if it is happening to you or someone you know</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Group/pair discussion</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Scenarios</li> <li>• Group discussion</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Police Documentary</li> </ul>
Year 10	Summer 1	<p><b>Domestic violence</b></p> <p><b>Relationship abuse</b></p> <ul style="list-style-type: none"> <li>• Understanding what relationship abuse is</li> <li>• Recognising that victims can be male or female</li> <li>• Understanding that teenage relationship abuse happens more often than people expect</li> <li>• Knowing the difference between a normal argument and one that is controlling behaviour</li> <li>• Thinking about why some people might find it difficult to ask for help or to leave an abusive partner</li> <li>• Spotting the warning signs of an abusive relationship</li> <li>• Recognising controlling behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Discussions</li> <li>• Group/pair work</li> <li>• Card sort game</li> <li>• Myth Quiz</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Knowing that emotional abuse is just as damaging as physical abuse, it is just harder to recognise</li> <li>• Understand the law and domestic abuse</li> <li>• Knowing where people can get help if they are or know someone who is a victim of domestic abuse</li> </ul> <p><b>Consent</b></p> <ul style="list-style-type: none"> <li>• What is meant by consent and what this means within a healthy relationship</li> <li>• Understanding what the law says about consent</li> <li>• Learning the myths and misconceptions about consent</li> <li>• Understanding the non-verbal ways to show someone is not consenting</li> <li>• Understanding that consent can change at any time during a sexual encounter</li> </ul> <p><b>Sexual images</b></p> <ul style="list-style-type: none"> <li>• Thinking about why people share sexual images</li> <li>• Understanding the risks of sharing sexual images</li> <li>• Thinking about the consequences of sharing sexual images</li> <li>• Understanding the law and sharing sexual images</li> <li>• Knowing where you can get help if someone has shared a sexual image of you or someone you know</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clips</li> <li>• Discussions</li> <li>• Pair activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> </ul>
Year 11	Autumn 2	<p><b>Grooming</b></p> <ul style="list-style-type: none"> <li>• Understanding that young people are groomed for the sex industry</li> <li>• Identifying how young people are groomed</li> </ul> <p><b>Teenage pregnancy</b></p> <ul style="list-style-type: none"> <li>• Understanding the many challenges teenage parents face</li> <li>• Knowing the different options available to young people who are pregnant</li> </ul>	<ul style="list-style-type: none"> <li>• BBC documentary video</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Knowing where to go for help and understanding the help available</li> <li>• Being able to analyse why it is harder to be financially stable when you are a young parent</li> <li>• Understanding the statistics behind teenage pregnancy in the UK</li> <li>• Understanding any positives about becoming a parent at a young age</li> </ul> <p><b>Relationship abuse</b></p> <ul style="list-style-type: none"> <li>• Spotting the signs of an unhealthy relationship</li> <li>• Understanding the reality/possible consequences of relationship abuse</li> <li>• Thinking about the different stages to an abusive relationship</li> <li>• Understanding why some people struggle to get out of abusive relationships</li> </ul> <p><b>Parenting skills</b></p> <ul style="list-style-type: none"> <li>• Knowing the different types of family there are in society</li> <li>• Understanding different reasons for having children</li> <li>• Be able to describe the different parenting styles, qualities and characteristics involved in bringing up children</li> </ul> <p><b>Super Nanny</b></p> <ul style="list-style-type: none"> <li>• Knowing the different family types in society</li> <li>• Understand reasons for having a child</li> <li>• Understanding the different styles, qualities and characteristics involved in raising up children</li> <li>• Understanding the time and dedication it takes when raising children</li> <li>• Understanding characteristics of good parenting</li> </ul> <p><b>Marriage</b></p> <ul style="list-style-type: none"> <li>• Understanding the reason why people do and do not get married</li> <li>• Knowing the UK marriage laws</li> <li>• Be able to explain the causes and consequences of forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Written activity</li> <li>• Literacy activity</li> <li>• Group/pair discussion</li> </ul> <ul style="list-style-type: none"> <li>• Short true story, BBC film 'murdered by my boyfriend'</li> <li>• Group discussion</li> <li>• Written activities</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Literacy activities</li> <li>• Written activities</li> <li>• Group/pair discussions</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Group/pair discussion</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Case studies</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><b>Sexual Health</b></p> <ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Sex and the Law, including consent</li> <li>• Contraception methods available</li> <li>• Increase knowledge of Sexually Transmitted Infections</li> <li>• Knowing where the local Sexual Health Services</li> <li>• Understanding what the C-Card Scheme is and how to access it</li> </ul>	<ul style="list-style-type: none"> <li>• Group/pair discussion</li> <li>• Presentation by Prevention Team for the South Staffordshire Sexual Health Service</li> </ul>
Year 11	Summer 1	<p><b>Sexploitation</b></p> <ul style="list-style-type: none"> <li>• Consolidating knowledge about relationships and sex education</li> <li>• Know general information on relationships and sex educations</li> <li>• Understanding how relationships and sex education impacts your life</li> <li>• Revising different facts and figures from previous relationships and sex education within the school setting</li> </ul> <p><b>What makes 'good sex'</b></p> <ul style="list-style-type: none"> <li>• Identifying what makes good, safe, healthy sex</li> <li>• Understanding factors to consider to enjoy a healthy sex life</li> <li>• Understanding what is normal and healthy and why</li> </ul> <p><b>Coercive and controlling relationships</b></p> <ul style="list-style-type: none"> <li>• Identifying the signs of a coercive and controlling relationship</li> <li>• Understanding why it is sometimes difficult to identify a coercive and controlling relationship</li> <li>• Knowing what to do if you are in a coercive and controlling relationship</li> <li>• Knowing what to do if you feel that you are the abuser</li> </ul> <p><b>Abusive relationships</b></p> <ul style="list-style-type: none"> <li>• Identifying signs of an abusive relationship</li> <li>• Understanding why some people will stay in an abusive relationship</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Sexploitation game</li> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Literacy activity</li> <li>• Group/pair discussion</li> <li>• PSHE lesson</li> <li>• Literacy activity</li> <li>• Video clip</li> <li>• Group/pair discussion</li> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Literacy activity</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Understand it can happen to males and females</li> </ul> <p><b>Date Rape</b></p> <ul style="list-style-type: none"> <li>• Understanding the difference between rape and sexual assault</li> <li>• Understanding how date rapes can happen</li> <li>• Knowing preventative measure to protect ourselves and friends from danger</li> <li>• Understand the consequences of rape and sexual assault for the perpetrators and victims</li> </ul>	<ul style="list-style-type: none"> <li>• Case Studies</li> </ul> <ul style="list-style-type: none"> <li>• PSHE lesson</li> <li>• Video clip</li> <li>• Literacy activity</li> <li>• Written activity</li> </ul>





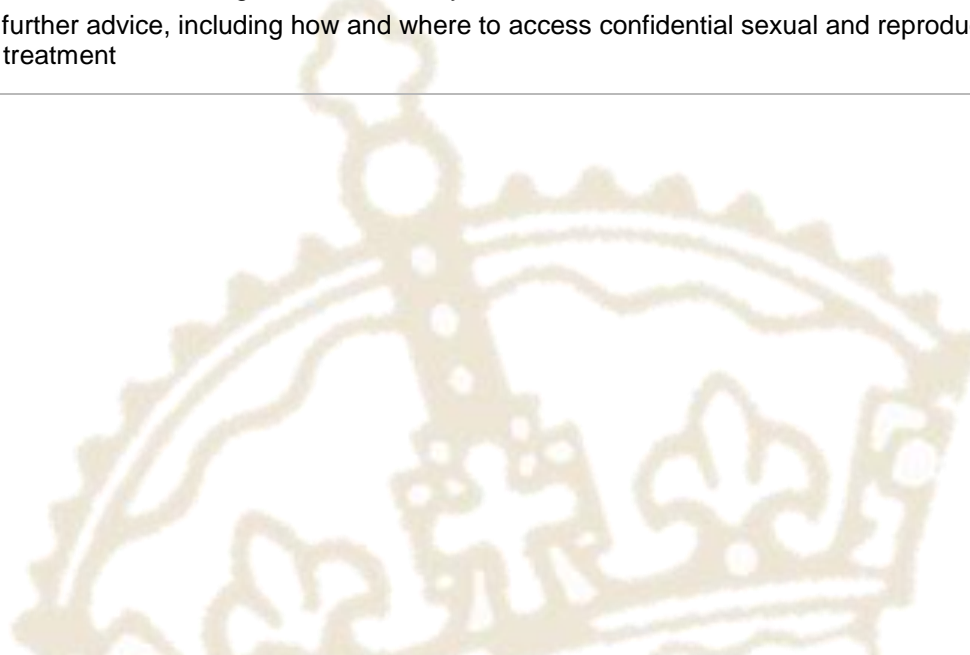
## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

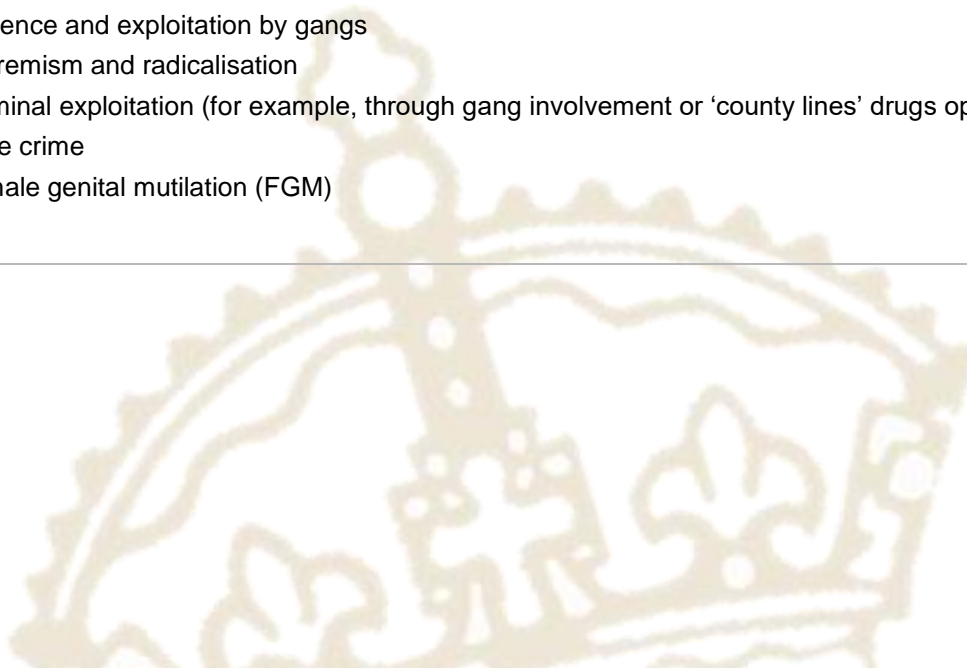
TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>



TOPIC	PUPILS SHOULD KNOW
The Law	<p data-bbox="533 272 1771 456">It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.</p> <p data-bbox="533 467 1709 523">Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul data-bbox="577 539 1749 1126" style="list-style-type: none"><li data-bbox="577 539 734 563">• marriage</li><li data-bbox="577 579 1070 603">• consent, including the age of consent</li><li data-bbox="577 619 1025 643">• violence against women and girls</li><li data-bbox="577 659 1742 715">• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li><li data-bbox="577 730 779 754">• pornography</li><li data-bbox="577 770 723 794">• abortion</li><li data-bbox="577 810 734 834">• sexuality</li><li data-bbox="577 850 813 874">• gender identity</li><li data-bbox="577 890 846 914">• substance misuse</li><li data-bbox="577 930 1037 954">• violence and exploitation by gangs</li><li data-bbox="577 970 969 994">• extremism and radicalisation</li><li data-bbox="577 1010 1742 1034">• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li><li data-bbox="577 1050 757 1074">• hate crime</li><li data-bbox="577 1090 1003 1114">• female genital mutilation (FGM)</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			

