



Smithills School

Relationship and sex education policy

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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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Smithills School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff 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/carers and any interested parties were invited to attend a meeting about the policy/discuss the contents of the policy during parent contact/view and ask questions about the policy/sent out a questionnaire with the option to ask questions and to make recommendations.
4. Pupil consultation – we investigated what exactly pupils want from their RSE by creating a pupil questionnaire with the option to add further recommendations

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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 RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

6. Delivery of RSE

Curriculum Delivery

RSE is delivered as part of the school's Personal Development (PD) curriculum and is supported, where appropriate, by learning across other curriculum areas.

Biological aspects of RSE are taught within the science curriculum, with relevant learning also taking place within subjects such as religious education (RE).

At Key Stage 3, pupils receive one hour of timetabled PD each week. The PD curriculum is organised around three broad themes: learning about themselves, themselves with others, and themselves in the wider world.

Learning about themselves includes areas such as developing healthy mindsets, maintaining healthy bodies, understanding body changes, and developing the knowledge and awareness needed to keep themselves safe. Learning about themselves with others includes areas such as relationships, identity, healthy boundaries, first aid and preparing for future goals. Learning about themselves in the wider world includes areas such as financial wellbeing and online safety. Statutory Citizenship is also delivered within this final theme.

These broader areas of Personal Development provide opportunities for pupils to develop and apply knowledge and skills which complement the RSE curriculum and help prepare them for life beyond school.

In Years 10 and 11, pupils receive the same overall curriculum time for Personal Development. Teaching takes place during Session 0, twice each week, and is delivered by form tutors who receive specific training to support effective and consistent delivery of the curriculum.

The school will make sure that RSE is carefully planned and sequenced so that pupils build their knowledge and understanding over time. Core knowledge will be divided into manageable units and communicated clearly and accurately within a planned scheme of work. Important concepts and themes will be revisited so that pupils can build upon prior learning, address misconceptions and develop increasingly secure understanding.

Teaching will provide well-chosen opportunities for pupils to apply their learning in different contexts. This may include discussion, guided reading, scenarios, case studies and practical activities, enabling pupils to develop the confidence to use their knowledge in real-life situations.

RSE provides pupils with the knowledge and understanding they need to develop healthy and respectful relationships of different kinds. The curriculum includes learning about:

- families;
- respectful relationships, including friendships;
- online safety and awareness;
- personal safety; and
- intimate and sexual relationships, including sexual health.

RSE complements learning across a number of curriculum subjects. Where appropriate, links will be made between subjects so that pupils can connect and build upon relevant knowledge. RSE will be delivered by members of staff who have received appropriate training and support.

Equality, Inclusion and Meeting the Needs of All Pupils

RSE will be taught in an inclusive and respectful way. Pupils will learn about the importance of equality and respect and, by the end of their secondary education, about the law relating to the protected characteristics set out in the Equality Act 2010.

Teaching will recognise and reflect the diversity of pupils, families and relationships. Activities and resources will be planned so that all pupils are able to participate meaningfully in learning and no pupil is excluded or disadvantaged because of their sex, background, identity, family circumstances or additional needs.

The school will consider the needs of all pupils, including those with special educational needs and disabilities (SEND), when planning and delivering RSE. A range of resources and approaches will be used to support pupils in accessing and understanding key knowledge. This may include visual support for guided reading, appropriately selected video clips, diagrams, case studies, scenarios, discussion and practical activities.

Through adaptive teaching, staff will respond to pupils' individual learning needs while maintaining an appropriately ambitious curriculum entitlement. Core knowledge and themes will be revisited and built upon over time. Where appropriate, resources, language, questioning and activities will be adapted to support pupils' understanding without compromising the accuracy of the information being taught.

Teachers will create opportunities for pupils to ask questions and contribute to discussion. Pupils' views will be listened to and treated respectfully. Questions will be answered sensitively, honestly and in a way that is appropriate to pupils' age and developmental stage. Staff will not require pupils to share personal experiences or information about their own relationships or family circumstances as part of classroom discussion.

Delivery of Sex Education

For the purposes of this policy, sex education refers to those elements of RSE relating specifically to sexual activity, including sexual intercourse, contraception, safer sex and related aspects of sexual health which fall outside the National Curriculum for science.

Within the school's planned curriculum, aspects of sex education are taught at identified points so that content is introduced in an age-appropriate and carefully sequenced way. Sex education content is currently included within:

- **Year 8** – Autumn Term, lessons 9 and 14;
- **Year 10** – lesson 11;
- **Year 11** – Spring Term, lesson 7;
- **Year 11** – relevant elements of the Year 11 conference.

The content taught at each stage builds on pupils' prior learning and takes account of their age, maturity and existing knowledge. Teaching will provide clear, accurate and age-appropriate information and opportunities for pupils to develop the knowledge and understanding needed to make informed, safe and responsible decisions.

The curriculum is not designed to encourage or promote sexual activity. Instead, it supports pupils to understand that there is no expectation or pressure to become sexually active and that choosing to delay sexual activity is a valid and positive choice. Through carefully sequenced learning, pupils will develop their understanding of readiness, consent, healthy relationships, risk, contraception, safer sex and sexual health. As pupils mature, this knowledge will support them in making informed, responsible and safer choices about relationships and sexual activity.

The school has purchased Life Lessons to support the delivery of aspects of the RSE curriculum. Resources will not be used solely on the basis that they form part of a purchased programme. Individual lessons and resources will be reviewed prior to use and, where necessary, amended to make sure that they are appropriate for the age, needs and context of pupils at Smithills School and align with the school's planned curriculum.

As part of this review, consideration will be given to the accuracy and relevance of the content, age and developmental appropriateness, the needs of pupils including those with special educational needs and disabilities (SEND), safeguarding, equality and inclusion, and whether the resource supports the intended curriculum knowledge and learning outcomes.

Resources will be adapted where appropriate to reflect the school context. This includes signposting pupils to relevant school policies and procedures, sources of help and support within school, and appropriate local and national support services and agencies.

The RSE curriculum and the resources used to support its delivery are overseen by the Lead Practitioner in Personal Development, Mrs L. Goldie. This oversight supports consistency, quality assurance and appropriate sequencing across the curriculum.

At appropriate points in the development and review of the RSE curriculum, the school will consult parents and carers. Their views will be welcomed and considered as part of the school's ongoing review of the curriculum and its delivery. The school will take account of this feedback alongside the needs of pupils, statutory requirements, safeguarding responsibilities and the school's professional judgement when determining how the curriculum is planned and delivered.

Pupils' knowledge and understanding within RSE will be assessed regularly to establish their starting points, check understanding, identify gaps in knowledge and misconceptions, and inform future teaching.

Assessment will include:

lesson-based retrieval activities to revisit prior learning and check understanding;

targeted questioning during lessons to gauge pupils' understanding, identify and address misconceptions and inform responsive teaching;

half-termly quizzes to assess pupils' retention of core knowledge; and

end-of-unit assessments to evaluate pupils' understanding of the key knowledge and concepts taught.

Where appropriate, questioning and retrieval activities will also be used at the beginning of a topic to establish pupils' prior knowledge and identify any existing misconceptions.

Assessment will be appropriate to pupils' age and needs, with adaptations made where necessary to enable all pupils, including those with special educational needs and disabilities (SEND), to demonstrate their understanding.

Where assessment identifies gaps in knowledge or misconceptions, key knowledge will be revisited or retaught as appropriate. Assessment information will also be used to inform future teaching and support the ongoing review and development of the RSE curriculum.

Assessment in RSE will focus on pupils' knowledge and understanding of the curriculum and their ability to apply their learning appropriately. Pupils will not be assessed on their personal experiences, beliefs, relationships or family circumstances.

Where questioning, discussion or assessment gives rise to a safeguarding concern, staff will follow the school's safeguarding and child protection procedures.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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 making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, 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 way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mr P. Pavey.

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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil 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 any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

10. Training

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

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

The delivery and effectiveness of RSE will be monitored by the Lead Practitioner in Personal Development, Mrs L. Goldie, as part of the school's quality assurance processes.

Monitoring will include:

- **learning walks** to review the quality and consistency of curriculum delivery;
- **curriculum review** to make sure that content remains appropriately sequenced, relevant and responsive to pupils' needs;
- **pupil voice** to gather pupils' views about their experience of RSE and explore their understanding of key curriculum knowledge; and
- **review of identified misconceptions**, using information from classroom questioning, retrieval activities and assessment to identify where pupils require further teaching or clarification.

Information gathered through monitoring will be used to inform the ongoing development of the RSE curriculum. Where common misconceptions, gaps in knowledge or areas of difficulty are identified, curriculum content, teaching approaches and resources will be reviewed and amended as appropriate. Key knowledge may also be revisited or retaught to strengthen pupils' understanding.

Pupils' knowledge and understanding in RSE will be monitored by teaching staff through the school's internal assessment processes, including targeted questioning and retrieval during lessons, half-termly quizzes and end-of-unit assessments.

The RSE curriculum will be kept under review to make sure that it continues to meet the needs of pupils and reflects relevant statutory requirements and guidance.

This policy will be reviewed annually by the Headteacher and Designated Safeguarding Lead (DSL), with input from the Lead Practitioner in Personal Development. At each review, the policy will be presented to the governing board for approval.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

		Independence <i>Preparing for adult responsibilities</i>	Community <i>Building healthy relationships and active citizenship</i>	Excellence <i>Preparing for success and adulthood</i>
		Autumn	Spring	Summer
		Understanding Myself	Understanding myself with others	Understanding Myself within the world
Year 7	Lesson 1	How does it feel to start secondary school? Health & Wellbeing	What does identity mean to you? Relationship & Sex Education	What can be the impact of discrimination? Relationship & Sex Education
	Lesson 2	Why do we learn PSHE? (introduction to secondary PSHE) Health & Wellbeing	How can we reduce harmful stereotypes? Relationship & Sex Education	How does the Equality Act protect everyone in the UK? Relationship & Sex Education
	Lesson 3	What are my emotions telling me? Health & Wellbeing	Is it easy to find a feeling of belonging? Relationship & Sex Education	How can we create a world free from sexism? Relationship & Sex Education
	Lesson 4	How can we make healthy choices for our mental wellbeing? Health & Wellbeing	What does a community need to be healthy? Relationship & Sex Education	How do we identify and challenge bullying? Relationship & Sex Education
	Lesson 5	How can we build a positive relationship with ourselves? Health & Wellbeing	What do we need from a healthy relationship? Relationship & Sex Education	What is sexual harassment and how can we stop it? Relationship & Sex Education
	Lesson 6	How can we build our resilience to challenges? Mid term assessment quiz Health & Wellbeing	How can we keep our friendships healthy? Relationship & Sex Education Mid term assessment quiz	How does money affect the online world? Health & Wellbeing Mid term assessment quiz
	Lesson 7	How do exercise and sleep impact our physical health? Health & Wellbeing	How can we balance our needs, with our friends'? Relationship & Sex Education	How can we have a healthy relationship with our devices? Health and Wellbeing

	Lesson 8	How do I keep my body and teeth clean? Health & Wellbeing	How do we have healthy boundaries with our friends? Relationship & Sex Education	How can we take control of our privacy online? Health & Wellbeing
	Lesson 9	Why Does Everyone Experience Puberty Differently? * Health & Wellbeing	How can we perform first aid? Health & Wellbeing	How do we choose what to share online? Health & Wellbeing / Relationship & Sex
	Lesson 10	What is a period and how does the menstrual cycle work? * Health & Wellbeing	How can we stay safe in different environments? Relationship & Sex Education	How can online content affect us? Health & Wellbeing
	Lesson 11	What support do people need during their period? * Health & Wellbeing	Ambitions and goals* Health & Wellbeing	Who decides what we view online? Health & Wellbeing
	Lesson 12	What rights do we have to privacy and our bodies? Relationship & Sex Education	Taking control of our learning Health & Wellbeing	What is local democracy? *
	Lesson 13	What are the facts about smoking and vaping? Health & Wellbeing	Assessment lesson	What is the rule of law?
	Lesson 14	Assessment lesson	Feedback	What aspirations do we have for the world? Active Citizenship *
	Lesson 15	Feedback lesson		
Year 8 Curriculum				
Year 8	Lesson 1	How can we talk about our mental health? Health & Wellbeing	How can we perform first aid? Health & Wellbeing	How do power dynamics affect us? Relationship and Sex Education

Lesson 2	How can we develop a positive mindset? Health & Wellbeing	What Roles Do We Play in Relationships? * Health & Wellbeing	Preparing for the world of work Relationship and Sex Education
Lesson 3	Who am I? Health & Wellbeing	How Can We Build Healthy and Respectful Relationships? * Health & Wellbeing	Budgeting for teenagers Health & Wellbeing
Lesson 4	How does our diet affect our physical health? Health & Wellbeing	How can we create a world where disabled people thrive? Health & Wellbeing	How do we avoid losing our money? (gambling, loot boxes and advertising manipulation) Health & Wellbeing
Lesson 5	How can we overcome barriers to physical exercise? Health & Wellbeing	How can we create a world free from racism? Health & Wellbeing	How can someone respond to controlling behaviour? Relationship and Sex Education
Lesson 6	What are the facts about alcohol? Health & Wellbeing Mid term assessment	How can we support people to love who they love? Health & Wellbeing	How can we end relationships with kindness? Relationship and Sex Education
Lesson 7	What are the facts about legal and illegal drugs? Health & Wellbeing	What is the impact of sexual harassment? Relationship and Sex Education	How can we be active bystanders? Relationship and Sex Education
Lesson 8	How can we all love the body we have? Health & Wellbeing	How Can We Use the Internet Responsibly and Positively? * Health & Wellbeing	What do the Fundamental British Values mean to you?
Lesson 9	How can we manage risks while trying new things? Health & Wellbeing	How Can the Internet Impact Our Wellbeing? * Health & Wellbeing	How can we create a world where disabled people thrive? Relationship and Sex Education
Lesson 10	The importance of genitals (including FGM) Relationship & Sex Education	How can we know what is real online? Health & Wellbeing	How can we create a world free from racism? Relationship and Sex Education

	Lesson 11	The importance of vaccination and healthcare Health & Wellbeing	What can be the impact of sharing intimate content? Relationship & Sex Education	Who Runs the UK?
	Lesson 12	Attraction, Consent and Healthy Relationships* Relationship & Sex Education	What could be the impact of viewing pornography? Relationship and Sex Education	How does Law get made
	Lesson 13	How can people make healthy choices about sexual intercourse? * Relationship & Sex Education	Assessment	What happens when someone breaks the law?
	Lesson 14	Assessment	Feedback	Civil or Criminal?
	Lesson 15	Feedback		
Year 9 Curriculum				
Year 9	Lesson 1	Self-regulation techniques	What influences our sense of identity? Relationship and Sex Education	When does showing vulnerability in a relationship make you stronger? Relationship and Sex Education
	Lesson 2	Experiencing complex emotions (including mental ill-health)	How do we build a feeling of belonging? Relationship and Sex Education	How can we manage feelings around change? Health & Wellbeing
	Lesson 3	Why can it be hard to talk about our feelings?	Why is sexual consent so important? Relationship and Sex Education	How can bystanders reduce sexual harassment? Relationship and Sex Education
	Lesson 4	How could someone respond to drug-related emergencies?	How Does Communication Support Healthy Intimacy? * Relationship and Sex Education	What are the warning signs of unhealthy sexual behaviour & stalking? Relationship and Sex Education
	Lesson 5	How can we stay safe in public spaces?	How can healthy communities make our lives better? Relationship and Sex Education	What are the impacts of domestic abuse on wellbeing? Relationship and Sex Education

	Lesson 6	How can we avoid criminal exploitation?	*why does Sexism still exist and what is its impact? Relationship and Sex Education	How are stereotypes used to spread hate and make money? Sex & Relationship Education
	Lesson 7	How can we support everyone to have positive body image?	How can we create an anti-discrimination school? Relationship and Sex Education	Pathways to the future that I want Health & Wellbeing
	Lesson 8	How can we manage peer influence and pressure?*	How can we talk about gender with respect? Relationship and Sex Education	Setting high expectations for the future Health & Wellbeing
	Lesson 9	How can we check our own health?	What impact can our online choices have? Health & Wellbeing	How do successful people achieve their goals? Health & Wellbeing
	Lesson 10	How are people affected by hormonal and mood cycles?	What can be the impact of deepfakes? Relationship and Sex Education	What are my rights? Relationship and Sex Education
	Lesson 11	How can blood, organ and stem cell donation save lives?	Why can being online feel addictive? Health & Wellbeing	How do online cultures affect our connection to each other? Relationship and Sex Education
	Lesson 12	How can people protect themselves and others from STIs? Relationship and Sex Education	Assessment	Making financial decisions that work for me Health & Wellbeing
	Lesson 13	Assessment	Feedback	How is Government held to account?
	Lesson 14	Feedback		
	Lesson 15			What is the role of the police?

Year 10 Curriculum

		Independence <i>Preparing for adult responsibilities</i>	Community <i>Building healthy relationships and active citizenship</i>	Excellence <i>Preparing for success and adulthood</i>
		Autumn	Spring	Summer
		Understanding Myself	Understanding myself with others	Understanding Myself within the world
Year 10	Lesson 1	Healthy and unhealthy coping strategies Health and Wellbeing	How do we measure our worth? Health and Wellbeing	What would our world be like if there was more tolerance? Relationship and Sex Education
	Lesson 2	Techniques for improving mental health and reducing low mood Health and Wellbeing	How do gender norms influence the way we behave/ Relationship and Sex Education	Why is talking about discrimination complex? Relationship and Sex Education
	Lesson 3	How we can build our self-esteem Health and Wellbeing	What is it like to live in Britain? Relationship and Sex Education	What is the social model of disability? Relationship and Sex Education
	Lesson 4	How can we overcome barriers to a healthy lifestyle? Health and Wellbeing	How Do Communication and Boundaries Support Healthy Relationships? * Relationship and Sex Education	How do wealth and class impact our lives? Relationship and Sex Education
	Lesson 5	How can someone stop smoking or vaping? Health and Wellbeing	Why do some people have civil partnerships or marriages? Relationship and Sex Education	How easy do people find it to express their religion or beliefs? Relationship and Sex Education
	Lesson 6	The effects of illegal drugs on the body and mind Health and Wellbeing Midterm assessment	How Does Communication Support Healthy Intimacy? * Relationship and Sex Education	How important is money for happiness? Health & Wellbeing
	Lesson 7	How can people stay safe around alcohol? Health and Wellbeing	What Are Our Responsibilities Around Sex and Intimacy? *	How Can Gender Stereotypes Contribute to Sexual Harassment? * Relationship and Sex Education

			Relationship and Sex Education	
	Lesson 8	How can we manage powerful influence? Relationship & Sex Education	How can we respond to sexual behaviour online? Relationship and Sex Education	How Can We recognise Unhealthy Relationships and Get Support? * Relationship and Sex Education
	Lesson 9	What life saving skills and first aid skills do I need? Health and Wellbeing	How can we create a positive reputation online? Relationship and Sex Education	What does Justice Look Like?
	Lesson 10	How does the media affect body image and the way we relate? Health and Wellbeing	Why and how does extremism spread online? Relationship and Sex Education	Who has power in the UK?
	Lesson 11	How can people make healthy choices around contraception? Relationship & Sex Education	Assessment	Why does the Rule of Law matter?
	Lesson 12	Pregnancy and healthy fetal development Relationship and Sex Education	Feedback	How does the UK work with the world?
	Lesson 13	Assessment		
	Lesson 14	Feedback		

Year 11 Curriculum

		Independence <i>Preparing for adult responsibilities</i>
		Autumn
		Understanding Myself
Year 11	Lesson 1	Balancing everyday pressures and opportunities How can we build resilience and overcome challenges? * Health & Wellbeing

Lesson 2	How does addiction impact mental health? Health & Wellbeing
Lesson 3	How can we access the healthcare we need? Health & Wellbeing
Lesson 4	How can I feel confident and safe when meeting new people?
Lesson 5	What happens when we want different things in a relationship? *
Lesson 6	How can we deal with grief and loss? Mid Term Assessment
Lesson 7	How do values influence our decisions?
Lesson 8	How can we promote equality and respect online? What does it mean to be anti-racist? *
Lesson 9	How is data used to make money and influence us? Online gambling *
Lesson 10	What are the challenges of parenthood and infertility?*
Lesson 11	Why does voting matter?
Lesson 12	How does money effect our lives?

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children

TOPIC	PUPILS SHOULD KNOW
	• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise

TOPIC	PUPILS SHOULD KNOW
	misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons

TOPIC	PUPILS SHOULD KNOW
	• Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it

TOPIC	PUPILS SHOULD KNOW
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and

TOPIC	PUPILS SHOULD KNOW
	signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	