POLICY – Relationships and Sex Education

Aims:

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

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

Approved by Governors on 08/03/2023

Signed: Chair of Governors

Headteacher

Review date: March 2025 or LA guided

2. **Statutory Requirements:**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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.

At Crowdys Hill School we teach RSE as set out in this policy.

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. **Policy Development**

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and return feedback

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

4. **Definition**

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the Crowdys Hill school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

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.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

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

5. Curriculum

Our curriculum is set out as per Appendix 1 - 4 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1-4.

6. Delivery of RSE

Staff at Crowdys Hill understand that effective RSE can make a significant contribution to the development of the personal skills needed by our pupils if they are to establish and maintain relationships. Effective RSE is essential if our pupils are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

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). Secondary pupils will also have opportunity to be taught aspects of the RSE curriculum during Social Skills sessions and tutor time with their class tutors.

Primary

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

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

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

Secondary

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

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

For more information about our RSE curriculum, see Appendices 3 and 4.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and Responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Teaching Staff responsible for RSE at Crowdys Hill School:

All primary teachers – overseen by Susannah Dodson

Secondary Teachers: Donna McLaughlin, Catherine Bartlett, Rosie Townsend, Jason Carr, Georgina Thomson, Helen Stone, Jordan Marvell, Adrian Lee, Sarah Curtis, Emma Dundas, Elisabeth Howell, Lydia Clayton – overseen by Joanne Brierley

Sixth form – Zoe New & Lisa Baptiste overseen by Lisa Baptiste

7.4 Pupils

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

8. Parents' right to withdraw

Primary

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

Secondary

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

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

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

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Susannah Dodson, Joanne Brierley, Lisa Baptiste and SLT through:

- planning scrutiny
- learning walks
- pupil voice
- book looks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Evidence of learning will be monitored on our school online assessment system, Evidence for Learning.

This policy will be reviewed by Susannah Dodson, Joanne Brierley, Lisa Baptiste and SLT annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Relationships and Sex Education Curriculum Map – Within the PSHE framework

	LONG TERM PLAN FOR PRIMARY PSHE 2022-2023					
	CONTEXT & INTENT: To help the children to develop basic life skills that will help them stay safe and healthy and to help them learn to carry out everyday tasks.					
	TERM 1	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
	Self Awareness	**Self Care, support and safety**	**Managing feelings**	**Changing and growing**	**Healthy lifestyles**	**The world I live in**
Planets/Stars	**SA1 Things we are good at.** What am I good at? How do I know? Describing self and others Identifying strengths and what makes us special	**SSS1 – Taking care of ourselves** Who helps us keep safe? Identify people who look after us and help us. Identify some simple self-care techniques. Identify some ways germs/illness can be spread.	**MF1 Identifying and managing feelings** How do we feel today? Identify things that make us feel happy. Identify things that may make us cry/feel sad.	**CG1 – Baby to Adult** How do you grow? Identify some of the differences between a baby, child and adult. Describe some of the things we can do now that we couldn't do when we were younger.	**HL1 – Healthy eating** What is your favourite food? Respond to different stimuli about what it means to be 'healthy'. Identify foods that we like and dislike to eat.	**WILI1 – Respecting differences between people** Are we all the same? Identify simple differences and similarities between people. Describe things that all people have in common.
Sunshine	**SA4 – People who are special to us** Who is special to us? Identify people who are special to us. Know what is meant by 'family'	**SSS2 Keeping safe** What helps us to stay safe? Describe some ways we can stay safe in school. Give reasons why we need to keep physically safe. Identify	**MF1 Identifying and managing feelings** How are you feeling? Identify what makes us feel upset, angry, worried, anxious, frightened. Describe some good (comfortable) and not	**CG4 – Different types of relationships** What are families like? Identify the people who make up our family. Identify some of the ways in which we	**HL1 – Healthy eating** What is in your lunchbox? Identify some examples of healthy foods. Identify some examples of foods that	**WILI2 – Jobs people do.** What jobs do people do? Identify some different jobs that people we know do. Describe a range of jobs that people might

		how we feel when we don't feel safe.	so good (uncomfortable) feelings; describe how they might make our body feel.	may be cared for by our families, friends and other adults who care for us.	should only be eaten once in a while. Explain why some foods are healthier than others.	have and the qualities they might need to do them. Identify a job we might like to do in the future
Moonlight	**SA3 Playing and working together** Are you listening? Demonstrate good listening. Describe when we take turns. Identify why it is important to listen to other people	**SSS3 Trust** Who can you trust? Do we have to keep promises and secrets if someone says so? Identify trusted adults in school. Identify who can help us if we feel afraid or worried. Identify the difference between a surprise and a secret.	**MF2 Manging strong feelings** How can we let others know how we feel? Identify some different ways of communicating feelings and needs to others. Demonstrate vocabulary/ communication skills to express a range of different feelings.	**CG3 – Dealing with touch** When should we say 'no', 'don't do that', 'I need to ask' or 'I'll tell'? Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them.	**HL3 – Keeping well** What do we need to do to keep ourselves healthy? Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us)	**WILI3 – Rules and Laws** **WILI4 – Taking care of the environment** Do we need rules? Explain how rules help us; rules we have in the classroom and at home. Identify particular rules in school that help to keep us safe and how they do this Identify simple ways in which we may take care of people and/or animals. Give reasons why it is important to take care of people, animals and all living things.
Rockets/Comets /Asteroids	**SA2 Kind and unkind behaviours** **SA5 – Getting on with others** Is it ok to bully people? Describe what feeling angry or upset means.	**SSS4 Keeping Safe online** **SSS5 – Public and Private** Are these real dangers or pretend dangers?	**MF2 – Managing strong feelings** How can we help others who are upset? How do we know what others are feeling?	**CG2 – Changes at Puberty** How will we grow and change? Recognise correct vocabulary for some of the main body	**HL2 – Taking care of physical health** What do we think healthy people do and don't do? Describe or demonstrate	**WILI 5 – Belonging to a community** **WILI6 – Money** What makes a community? What can we do with Money? Identify some different

	Recognise that behaviour which hurts or upset others is wrong. Give examples of how our feelings can be hurt. Describe times when we may feel unhappy with our friends. Describe ways people may fall out. Demonstrate ways of making up.	Should we keep everything private? Identify some of the risks of communicating online. Describe ways of keeping safe online. Recognise the difference between public and private. Identify places that are public and places that are private. Explain what is appropriate/not appropriate to do in public places	Recognise ways we can help ourselves to feel better if we are feeling sad or upset. Describe some simple ways we can help others to feel better if they are feeling sad or upset.	parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate) Describe the main physical differences between male and female bodies, Identify whom we can talk to about growing and changing.	simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.	groups that we may belong to (e.g. family, school, clubs, faith). Describe how being part of a group makes us feel. Describe what it means to be part of a community. Identify different groups that make up our community. Recognise money (e.g. coins and notes) and what it is used for. Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Identify why some ways of keeping money safe might be better than others.

LONG TERM PLAN FOR SECONDARY PSHE
2022-2023

CONTEXT & INTENT: Students will develop skills and knowledge of things that matter to them now and into the future. Staff will promote emotional wellbeing and equip students with ways to self-support their personal, social, health and economic aspects of life.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Self Awareness (SA)	**Healthy Lifestyles (HL)**	**Changing and Growing (CG)**	**Managing Feelings (MF)**	**Self Care, Support and Safety (SSS)**	**The World I live in (WILI)**
Year 7	**SA1 Personal strengths –** Identify some of our own personal strengths **Sa2 Skills for learning** – Describe our own learning target goals **SA4 – Managing pressure** – respond to stimuli which depicts kindness and unkindness **SA3 – Prejudice and Discrimination -**	**HL1 Elements of a healthy lifestyle –** Identify different ways people can live a healthy lifestyle **HL1 Elements of a healthy lifestyle –** Describe how to take care of our dental health (e.g. how to brush teeth correctly / use floss. **HL2 – Mental Wellbeing** Identify ways in which to calm / relax	**CG2 – friendship** Identify different kinds of friendships and ways in which friendship is important **CG1 – Puberty** Respond with curiosity to stimuli about the ways in which we change as we get older. **CG3 – Healthy / unhealthy relationship behaviours** Identify some key features of positive friendships / relationships and	**MF1 Self Esteem & unkind comments –** Identify things we can do which help us feel good about ourselves. **MF2 – Managing feelings –** Identify a range of feelings, where we might feel them in our bod, and how they might make us behave. **Mental Wellbeing –** To know that happiness is linked to being connected with others.	**SSS1 – Feeling unwell** Describe the difference between feeling well and unwell; demonstrate how to let someone know that we are feeling unwell. **SSS2 – feeling frightened / worried** Explain what being frightened/worried means. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).	**WILI1 – Diversity, rights & responsibilities** Identify what is meant by having rules in school, at home and in the wider world **WILI3 – Taking care of the environment** Identify living things that people can care for (e.g. house plants, pets, gardens). **WILI4 – Preparing for adulthood** Respond to stimuli about the different

	Describe what it means to treat others in a kind and fair way. **SA3 – Prejudice & Discrimination –** recognise that everyone is unique and special and no one should be treated unfairly. **CG2 – Friendship** Describe what having or being friends means. **CG5 – Long Term Relationships and Parenthood** Respond to stimuli about different kinds of families and different kinds of relationships in families.	**HL3 Physical activity** Identify different kinds of physical activity and exercise. **HL4 Healthy Eating** – identify our favourite foods and drinks	how they can make us feel. **CG3 – Healthy / unhealthy relationship behaviours** Identify times when we might feel angry or sad because of someone's behaviour towards us. **CG5 – Long Term relationships and parenthood –** Respond to stimuli about parenthood. **CG4 – Intimate Relationships, consent & contraception** Identify instances in or out of school when we might need to seek permission or receive consent.	**MF2 Strong feelings** Describe how we might look, feel, sound when we are happy or unhappy. **MF2 Strong feelings** Identify how we can help others who may be feeling unhappy **MF3** – **Romantic feelings and sexual attraction** Identify what it means to like someone	**SSS3 – Accidents and risk** Describe what is meant by personal safety **SSS4 – keeping safe online** Describe what keeping safe online means **SSS5 – Emergency situations** Identify rules and procedures in school that help keep us safe. **SSS6 – Public and private** Explain what is meant by private and what is meant by public.	jobs adults do in school. **WILI4 – Preparing for adulthood** Describe the kind of job we might like to do when we are older and what we expect it to be like. **WILI5 Managing finances –** describe in simple terms what money is and how it is used.

Year 8	**SA2 – Skills for learning** – Describe what we like and dislike doing as learners **SA2 – Skills for learning** – Describe simple strategies we can use to help us be organised for our learning **SA3 – Prejudice and Discrimination** Recognise what prejudice means. **SA3 – Prejudice and Discrimination** Explain what it means to discriminate against someone **SA4 – Managing pressure -** Explain what is meant by teasing, hurtful	**HL1 – Elements of a healthy lifestyle** Recognise what is meant by a healthy lifestyle. **HL2 – Mental Wellbeing** Identify triggers that make us stressed or worried, - how can we calm ourselves? **HL4 – Healthy Eating** – Identify all the foods we can eat all the time which are good for us. **HL3 – Physical Activity** Identify our favourite forms of physical activity and exercise.	**CG2 Friendships –** Demonstrate ways to manage friendship disagreements restoratively **CG1 – Puberty** Identify some of the ways we have changed as we have grown older **CG1 – Puberty** Explain what puberty is. **CG1 – Puberty** Explain aspects of personal hygiene that we can take responsibility for, and why it is important during puberty **CG3 Healthy/unhealthy relationship behaviours** Identify our expectations of friendships / relationships (e.g.	**MF1 – Self esteem & unkind comments** Identify feelings associated with feeling good about ourselves. **MF1 – Self esteem & unkind comments** - Identify things that others say that could affect how we feel about ourselves **MF2 – Strong feelings** Recognise when others may be feeling happy or unhappy from their facial expression and body language. **MF2 – Strong feelings** Give examples of when we might feel strong emotions.	**SSS1 – Feeling unwell** – Describe in simple terms how germs can be spread to others. **SSS2 – Feeling frightened/worried** Demonstrate some simple strategies we can use if we are feeling worried or frightened. **SSS3 – Accidents and risk** – Explain what is meant by the term risky (something that could go wrong / have harmful consequences) and dangerous (something that will always hurt us (e.g. fire) **SSS4 – keeping safe online** Recognise that all information seen online is true.	**WILI1 – Diversity, rights and responsibilities** Identify some of the similarities and differences between young people of our age. **WILI4 – Preparing for adulthood** Respond to stimuli about adult life. **WILI4 – Preparing for adulthood** Explain what is meant by having a 'job'. **WILI5 Managing finances –** Recognise that money we get from cash machines or through 'cashback' in the supermarket etc is our money **WILI5 Managing finances –**Identify some ways that

	and bullying behaviour **CG2 Friendship** Identify occasions when we might need the support of friends. **CG5 – Long Term Relationships and Parenthood** Identify what being in a family means	**HL6 – Medicinal drugs** – Recognise what is meant by a medicine **HL7 – Medicinal drugs, alcohol & tobacco** – identify some common legal drugs (e.g. alcohol and nicotine).	spending time together, sharing interests. **CG4 – Intimate Relationships, consent & contraception** Demonstrate how to ask for permission (Get consent before we borrow or take something from someone).	**MF2 – Strong feelings** Identify whom to ask or tell if we are feelings unhappy and / or need help. **MF3 – Romantic feelings and sexual attraction** Identify what it means to like someone.	**SSS5 emergency situations** – Identify examples of what is meant by an emergency. Identify emergency services that can help us **SSS6 – Public & Private** – Identify some things that should be kept private, and some things that are okay to share with our special people, friends or with everyone.	money can be kept safe. **WILI3 – Taking care of the environment** Recognise different ways of showing compassion to other living things (e.g. wildlife, pets)
Year 9	**SA2 –Skills for learning. -** Describe our own learning targets. **SA2 –Skills for learning. -** Explain how we might achieve our targets	**HL2 – Mental Wellbeing** Suggest ways to support our mental wellbeing **HL1 – Elements of a healthy lifestyle** Explain what a healthy lifestyle means, including the importance of	**CG1 – Puberty** Describe the physical and emotional changes that happen during puberty, including wet dreams, skin and voice changes, body hair, mood swings. **CG5 Long term relationships and parenthood**	**MF1 - Self esteem & unkind comments** Identify things that others may say or do that could affect how we feel about ourselves. **MF2 – Strong Feelings** Describe strong emotions (e.g.	**SSS1 – Feeling unwell** Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses) **SSS1 – Feeling unwell** Identify some of the items we might use to support personal	**WILI1 – Diversity, rights & responsibilities** Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity)

	SA4 – managing Pressure – Recognise what is meant by peer pressure and peer influence. **SA4 – managing Pressure** – Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying us. **SA4 – managing Pressure** – Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online **CG2 – Friendship** Give examples of how we can show	healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. **HL4 – Healthy Eating** Identify foods that should only be eaten occasionally. **HL5 – Body Image –** Identify and describe some different images of young people in pictures, magazines, TV programmes and social media **HL3 – Physical activity** – Describe some of the physical and mental health benefits of regular exercise.	Identify what being in a family means **CG5 Long term relationships and parenthood** Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). **CG4 – intimate relationships, consent and contraception** Respond to stimuli about romantic relationships. **CG4 – intimate relationships, consent and contraception** Identify the similarities and differences between friendships and romantic/intimate relationships.	anger, fear, frustration, excitement, anxiety, jealousy). **MF2 – Strong Feelings** Describe some simple strategies we can use to feel and stay happy. **MF3 – Romantic feelings and sexual attraction** Describe the different between liking someone and fancying someone. **MF3 – Romantic feelings and sexual attraction** Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction,	hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, anti-pirspirant). **SSS2 – Feeling frightened/worried** To know that no one has the right to make use feel frightened or uncomfortable and how to recognise harassment, including online. **SSS4 – keeping safe online** Identify some risks of using social media **SSS6 – Public & Private** To know that no one has the right to make use share a photo of ourselves, or give information about ourselves or others online. Identify reasons why being asked to share a photo of ourselves	**WILI1 – Diversity, rights & responsibilities** Describe what is meant by rights and responsibilities **WILI2 – Managing online information** Recognise that not everything we see online is ‘real’ or ‘true’. **WILI4 – Preparing for adulthood** Recognise that there are different types of employment e.g. paid / unpaid (voluntary), full time / part time, work placements.

	support to our friends. Describe how we can let friends know that we need their support.	**HL7 – Medicinal drugs – drugs, alcohol and tobacco** Describe what alcohol is and how alcoholic drinks are different to non- alcoholic drinks. **HL7 – Medicinal drugs – drugs, alcohol and tobacco** Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol and why they exist.	Identify whom we can talk to about relationships	gender identity and sexual orientation	might not be a safe thing to do. **SSS5 – Emergency situations** Describe how to call 999 in the case of an emergency	
Year 10	**SA1 – Personal strengths** – Identify some simple strategies to help manage negative opinions/ comments	**HL2 – Mental Wellbeing** Describe some healthy coping strategies that can help if we are struggling to	**CG1 Puberty** *Recap personal hygiene and physical / emotional changes during puberty.*	**MF1 - Self esteem & unkind comments** Explain the difference between helpful /kind and	**SSS1 – Feeling unwell** Recognise some situations where we might need to ask someone for help	**WILI1 – Diversity, rights & responsibilities** Identify some of the different kinds of rights and responsibilities we

	SA2 – Skills for learning - Describe the particular ways we like to learn. **SA2 – Skills for learning** - Describe how it feels to achieve a target **SA3 – Prejudice and Discrimination** Identify some examples of different forms of prejudice and discrimination we may have seen / heard about (based on religion, gender, age, race, disability, sexual orientation)	maintain our emotional wellbeing. **HL2 – Mental Wellbeing** Describe how we can help friends or family who might be feeling stressed or unhappy. **HL3 – Physical activity** Identify some of the benefits of being physically active and possible consequences of inactivity **HL4 – Healthy Eating** Explain what we mean by a healthy balanced diet **HL5 – Body image**	**CG3 Healthy / unhealthy relationship behaviours** Identify the differences between positive / healthy and negative / unhealthy Relationships **CG3 Healthy / unhealthy relationship behaviours** Identify people we can talk to about relationships. **CG5 – long term relationships and parenthood –** Give examples of different types of features of committed, long term relationships **CG4 Intimate relationships, consent and contraception**	unhelpful/unkind comments. **MF1 - Self esteem & unkind comments** Demonstrate simple strategies to help manage feelings about unhelpful/unkind comments. **MF2 Strong Feelings** Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. **MF3 – Romantic feelings and sexual attraction** Explain how part of growing up might be to experience strong feelings	with our mental wellbeing. **SSS2 – feeling frightened or worried.** Explain what is meant by personal space. Describe ways we can safely challenge unwanted physical contact and ask for help. **SSS3 Accidents and risk** To know how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone whilst crossing the road). **SSS5 – Emergency situations** Identify examples of what would and would not be an emergency situation	have in and outside of school **WILI1 – Diversity, rights & responsibilities** Identify why stereotyping is unfair. **WILI2 – Managing online information** – Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. **WILI4 – preparing for adulthood** – Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview)

	SA3 – Prejudice and Discrimination Recognise that prejudice and discrimination in any form are unacceptable. **SA3 – Prejudice and Discrimination** Identify what stereotyping means **SA4 – Managing pressure** Recognise what is meant by peer pressure and peer influence. Describe ways we might challenge peer pressure	Describe our thoughts and feelings about how different bodies are portrayed in the media. **HL6 – Medicines and drugs** Identify the difference between over the counter medicines and prescribed drugs. **HL7 Medicinal drugs, drugs, alcohol and tobacco** Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.	Describe how strong emotions (including sexual attraction) might make people feel. **CG4 Intimate relationships, consent and contraception** Demonstrate ways to indicate to others that we are happy / willing or not happy / unwilling to do something (giving and not giving permission / consent).	about people we like or fancy. **MF3 – Romantic feelings and sexual attraction** Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation	and suggest ways to respond **SSS6 – Public and Private** Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tried to pressurise online.	**WILI 5 – Managing finances** Explain what is meant by earning, spending and saving money **WILI4 – preparing for adulthood** – Describe some of the choices available at the end of KS4 including employment, further study, apprenticeships, work placements.
Year 11	**SA2 – skills for learning –** identify some ways in which our current	**HL1 Elements of a healthy lifestyle –** Describe strategies for maintaining a	**CG1 – Puberty** Describe some of the new opportunities and responsibilities	**MF3 – Romantic feelings and sexual attraction** Explain that people can like or fancy	**SSS1 – Feeling unwell** Identify some ways we can take increased responsibility for	**WILI 1 – Diversity, rights, responsibilities** Recognise that everyone has

	learning will help us in the future **SA3 Managing pressure** – Give reasons why we should expect to be treated with respect by others **Respectful Relationships –** To know how to take practical steps in a range of different contexts to improve or support respectful relationships **SA1 – Personal strengths** – Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. **SA4 – Managing pressure**	healthy lifestyle – including balancing time spent on work, leisure, physical activity, online activities and sleep. **HL2 – Mental Wellbeing** Identify sources of advice/support for mental wellbeing. **HL4 – Healthy Eating** Explain some of the risks of consuming food and drinks with high sugar or caffeine content. **HL5 – Body Image** Identify some ways in which images of people may be manipulated in the media/social	we have as we have grown older **CG1 – Puberty** Identify the functions of the reproductive organs, including how conception occurs. **CG5 – Long Term Relationships and Parenthood** Recognise that some relationships will end – meaning that a couple don't go out together, or live together anymore. **CG4 Intimate relationships, consent and contraception** Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and	someone of the same or different gender, race, ability or religion. **MF3 – Romantic feelings and sexual attraction** Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation **MF2 – Strong Feelings** Describe how to manage strong emotions by using simple strategies to help ourselves and others. **CG2 – Friendships** Describe ways in which friendships might change over time.	looking after our physical and mental health **SSS4 – Keeping safe online** Identify some possible risks of using social media. Describe how we can respond, including getting help if we see or are sent upsetting or inappropriate online content. **SSS2 – Feeling frightened/worried** Give examples of when it is or it is not appropriate to be in someone else's 'personal space' **SSS2 – Feeling frightened/worried** Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.	'human rights' and that the law protects these rights. **WILI4 – preparing for adulthood** – demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation) **WILI4 – preparing for adulthood** – Demonstrate some of the skills that can help someone get a job (e.g. interview techniques, communication and team-working skills). **WILI 5 – Managing finances** Describe the different ways in

	Describe strategies that can be used if someone is using peer pressure to persuade us to do something including online. **SA4 – Managing pressure** Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.	media and therefore not reflect reality. **HL7 – Medicinal drugs – drugs, alcohol and tobacco** Identify some benefits of not smoking/vaping or drinking alcohol or of delaying use. **HL7 – Medicinal drugs – drugs, alcohol and tobacco** Identify how misusing substances / alcohol might impact on relationships.	sexually transmitted infections (STIs) **CG4 Intimate relationships, consent and contraception** Recognise that contraception, including condoms can help prevent pregnancy and some STIs. **CG4 Intimate relationships, consent and contraception** Explain that there are laws about the legal age of consent for sexual activity.	**CG3 – Healthy / unhealthy relationship behaviours** Recognise that some types of behaviours within relationships are against the law (e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried about an unhealthy relationship.	**SSS6– Public and private** - Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computers cameras when not in use). - Recognise that viewing and/ or sharing sexual images of anyone under the age of 18 (including those created by anyone under 18) is against the law.	which people might acquire money. **WILI 5 – Managing finances** Describe the consequences of losing money or spending more than we have. **WILI 5 – Managing finances** Explain the differences between luxury and essential items. **WILI2 – Managing Online Information** – Describe simple steps to take to check if something we see online is trustworthy.

Overview for Sixth Form PSHE Asdan with RSE (2 year programme).

CONTEXT & INTENT: Students will develop skills and knowledge of things that matter to them now and into the future. Staff will promote emotional wellbeing and equip students with ways to self-support their personal, social, health and economic aspects of life as they transition from life at school to future independent living. Where overview refers to Modules, these are taken from the ASDAN PSHE short course where resources can be used to support teaching.

YEAR 1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Self Awareness (SA)	**Healthy Lifestyles (HL)**	**Managing Feelings (MF)**	**Changing and Growing (CG)**	**Self Care, Support and Safety (SSS)**	**The World I live in (WILI)**
Group A	**SA1 Personal strengths** Describe what we are good at and / or enjoy **SA2 – Skills for learning** Respond to stimuli about what we enjoy learning about in sixth form. **SA4 Managing pressure** Describe and give examples of what it means to be kind and unkind.	**HL1 Elements of a healthy lifestyle –** Identify different ways people can live a healthy lifestyle **HL2 – Mental Wellbeing** Identify ways in which to calm / relax **HL3 Physical activity** Identify different kinds of physical activity and exercise. **HL4 Healthy Eating** – identify	**MF1 Self Esteem & Unkind comments** Respond with curiosity to stimuli about all the different ways in which we are special. **MF2 Strong Feelings** Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in	**CG1 – Puberty** Identify some of the different ways we have changed as we have grown older. **CG5 Long Term Relationships and Parenthood** Respond to stimuli about different kinds of families and different kinds of relationships in families. **CG5 Long Term Relationships and Parenthood** Identify what being in a family means.	**SSS1 Feeling unwell** Respond to stimuli about what it means to feel unwell: show awareness of how to indicate to someone that we are feeling unwell. Identify useful phrases or vocabulary to use in order to let someone what we feel unwell. Identify who to tell if we feel unwell.	**WILI – Diversity, Rights and Responsibilities** Respond with interest to stimuli about the ways in which people can be the same and also be different. Identify what is meant by having rules in sixth form, at home and the wider world. **WILI3 – Taking care of the environment** Respond with curiosity to stimuli

	Identify some ways to tell a trusted adult if someone is being unkind to us.	our favourite foods and drinks **HL7 – Medicinal drugs, Drugs,** Alcohol & Tobacco Respond to stimuli about taking care of our bodies. Identify some substances people might swallow, drink or inhale that could be harmful to their health.	our body and how they might make us behave. **MF3 Romantic Feelings and sexual attraction** Respond with interest to stimuli about people we like or know.	**CG5 Long Term Relationships and Parenthood** Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).	**SSS2 – Feeling frightened / worried** Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate content)	about the natural environment. Identify living things that people can care for (e.g. house plants, pets, gardens)
Group B & C	**SA1 – Personal strengths** – Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. **SA2 – skills for learning –** Identify some ways in which our current learning	**HL1 Elements of a healthy lifestyle –** Describe strategies for maintaining a healthy lifestyle – including balancing time spent on work, leisure, physical activity, online activities and sleep. **HL2 – Mental Wellbeing**	**CG1 – Puberty** Evaluate how emotions change as we get older and are no longer children. **CG3 – Healthy / unhealthy relationship behaviours** Recognise that some types of behaviours within relationships are against the law	**MF3 – Romantic feelings and sexual attraction** Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation **CG4 Intimate relationships,**	**SSS1 – Feeling unwell** Identify some ways we can take increased responsibility for looking after our physical and mental health **SSS4 – Keeping safe online** Identify some possible risks of using social media. Describe how we can respond,	**WILI 1 – Diversity, rights, responsibilities** Recognise that everyone has 'human rights' and that the law protects these rights. **WILI4 – preparing for adulthood** – demonstrate skills for independent living (e.g. safe travel, shopping

	will help us in the future. **SA3 Prejudice & Discrimination** Recognise that prejudice and discrimination in any form are unacceptable. **Respectful Relationships –** To know how to take practical steps in a range of different contexts to improve or support respectful relationships **SA4 – Managing pressure** Describe strategies that can be used if someone is using peer pressure to persuade us to do something including online.	Identify sources of advice/support for mental wellbeing. **HL4 – Healthy Eating** Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others. **HL5 – Body Image** Describe our thoughts and feelings about how different bodies are portrayed in the media. **HL7 – Medicinal drugs – drugs, alcohol and tobacco**	(e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried about an unhealthy relationship **CG4 Intimate relationships, consent and contraception** Identify readiness (emotional, physical and social) for a relationship that may include sex. Explain what seeking and giving / not giving consent means in relationships, that we have the right	**consent and contraception** Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs) **CG4 Intimate relationships, consent and contraception** Recognise that contraception, including condoms can help prevent pregnancy and some STIs. **CG4 Intimate relationships, consent and contraception** Explain that there are laws about the legal age of	including getting help if we see or are sent upsetting or inappropriate online content. **SSS6– Public and private** - Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computers cameras when not in use). - Recognise that viewing and/ or sharing sexual images of anyone under the age of 18 (including those created by anyone under 18) is against the law.	and meal preparation) **WILI4 – preparing for adulthood** – Demonstrate some of the skills that can help someone get a job (e.g. interview techniques, communication and team-working skills). **WILI 5 – Managing finances** Describe the different ways in which people might acquire money. **WILI 5 – Managing finances** Describe the consequences of losing money or spending more than we have.

	SA4 – Managing pressure Identify different types of bullying (including online) and what the impact of bullying might be.		to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.	consent for sexual activity.		**WILI2 – Managing Online Information** – Describe simple steps to take to check if something we see online is trustworthy.
Group D & E	**Module 1 Emotional Wellbeing Section B** Demonstrate and how to talk about emotions Show how connected to others can improve emotional wellbeing. Explaining common types of mental ill health Recognise the early signs of poor mental health	**Module 2 Keeping safe and Healthy Section A** Demonstrate how to cope with being new Explain current campaigns promoting happiness Explain what constitutes a healthy lifestyle Explain what healthy eating looks like.	**Module 1 Emotional Wellbeing Section A** Demonstrate and how to talk about emotions Show how connected to others can improve emotional wellbeing. Explaining common types of mental ill health Recognise the early signs of poor mental health	**Module 7 Respectful Relationships Section A** Show how to develop healthy relationships across cultures and society Recognise how to manage emotions in different relationships Understand what makes for a healthy or unhealthy relationship.	**Module 3 Social Media Section A** Understand why it is important to develop digital resilience Understanding how media stereotypes or manipulates images adversely affect body image and self esteem Identify harmful behaviours online e.g. bullying. Abuse, harassment.	**Module 9 Financial Choices Section A** Understanding National Insurance Discover different forms of saving money and ways of managing debt Recognise the importance of pensions Understand how to rent accommodation **SSS7 – Gambling**

	Use strategies for maintaining emotional well being Explain activities that can promote positive emotional wellbeing **SSS1 – Feeling unwell** Explain why it is important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.	Identify local health improvement services Identify risks to personal safety Understand the safe use of taxis and minicabs **HL5 – Body Image** Explain what is meant by body image. Describe some ways we can maintain self-esteem in relation to body image.	Use strategies for maintaining emotional well being Explain activities that can promote positive emotional wellbeing **MF3 – Romantic feelings and sexual attraction** Demonstrate appropriate use of vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation	Explain the concept of consent in a variety of contexts Show how to develop healthy relationships in different context. **CG4 Intimate relationships, consent and contraception** Identify readiness (emotional, physical and social) for a relationship that may include sex. Explain what seeking and giving / not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and	Understand how to report it and access support if you have been affected by those behaviours Understand the consequences of posting online and the potential impact to reputation Recognised digitally enabled stalking and know what to do if you are affected. **SSS3 – Accidents and risks** Describe some situations and behaviours in and out of sixth form, including online, which may not be safe or may entail risk.	Give some reasons why people might choose to gamble. Describe some influences or pressure on people to gamble (e.g. advertising, friends). **WILI4 – Preparing for adulthood.** Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).

				demonstrate how we might do this.		
YEAR 2	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**	**TERM 5**	**TERM 6**
	Self Awareness (SA)	**Healthy Lifestyles (HL)**	**Managing Feelings (MF)**	**Changing and Growing (CG)**	**Self Care, Support and Safety (SSS)**	**The World I live in (WILI)**
Group A	**SA2 – Skills for learning** Identify some things that make use special and unique as learners Make and describe our own learning targets or goals. **SA3 – Prejudice and discrimination**	**HL1 Elements of a healthy lifestyle.** Recognise what is meant by a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correct/use floss, food and drink that support dental health and why regular check-ups	**MF2 – Strong Feelings** Recognise when others may be feeling happy or unhappy from their facial expression and body language. **MF3 – Romantic feelings and sexual attraction** Identify what it means to like someone.	**CG3Healthy / unhealthy relationship behaviours** Respond with curiosity to stimuli about different positive relationships we have in our lives. **CG4 Intimate relationships, consent and contraception**	**SSS2 – Feeling frightened or worried** Respond to stimuli about feeling frightened or worried. Respond to adult modelling about ways to indicate to others that we need help. **SSS3 – accidents and risk**	**WILI4 – Preparing for adulthood** Respond to stimuli about adult life. Respond to stimuli about the different jobs adults do in school. Explain what is meant by having a job. **WILI4 – Preparing for adulthood**

	Describe what it means to treat others in a kind and fair way. **SA4 – Managing pressure** Describe what is meant by teasing, hurtful and bullying behaviour. **CG2 – Friendship** Identify different kinds of friendship and ways in which friendship is important.	at the dentist are important). **HL4 – Healthy Eating** Identify foods that should only be eater occasionally. **HL2 – Mental wellbeing** Identify things we can do to help ourselves when we feel worried or stressed. **HL5 – Body Image** Identify and describe some different images of young people in pictures, magazines, TV Programmes and social media.	**CG1 – Puberty** Describe some physical and emotional changes that happen during puberty. **CG2 Friendship** Give examples of how we can show support to our friends.	Respond to stimuli about romantic relationships. Identify the similarities and differences between friendships and romantic / intimate relationships. **CG5 Long term relationships and parenthood** Respond to stimuli about parenthood. Give examples of different types and features of committed, long-term relationships.	Respond with curiosity to stimuli about what is meant by keeping safe. **SSS4 – Keeping safe online.** Describe what keeping safe online means. **SSS5 – Emergency Situations** Describe how to call 999 in the case of an emergency.	Describe different jobs that family members, friends and people in the community may do. **WILI5 – Managing Finances** Describe in simple terms what money is and how it is used.
Group B & C	**SA4 – Managing pressure** Describe how to recognise the difference	**Health & Prevention** **SSS1 – Feeling Unwell**	**MF3 – Romantic feelings and sexual attraction**	**CG3 – Healthy/Unhealthy relationship behaviours**	**SSS2 – Feeling frightened/worried** Explain that we should always tell someone if anyone	**WILI1 – Diversity, rights and responsibilities**

	between friendship groups and gangs; describe some of the risks of becoming part of a gang. **SA3 – Prejudice & Discrimination** Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). **SA4 – Managing pressure** Identify trusted adults / services that can help us if we or someone we know has been the target of	Identify some ways we can take increased responsibility for looking after our physical and mental health. Explain why it is important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell. Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.	Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. **MF2 - Strong feelings** Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how does this could affect ourselves or other people.	Identify aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some kinds of behaviour within a relationship are against the law (e.g. hitting / hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about	makes us feel worried or uncomfortable, whoever they are. Explain or demonstrate strategies for communicating that we need help in different situations. Describe ways we can safely challenge unwanted physical contact and ask for help. **SSS3 – Accidents and risks** Describe some situations and behaviours in and out of sixth form, including online, which may not be safe or may entail risk.	Recognise what we all have in common, despite difference (e.g. in age, sex, sexual orientation and gender identity) **WILI1 – Diversity, rights and responsibilities** Identify some of the different kinds of rights and responsibilities we have in and outside of school **WILI2 – Managing online information** Identify organisations / websites that can help us or other people with concerns about something seen or experienced online.

	unkind, hurtful, abusive or bullying behaviour, inlcuding online.			an unhealthy relationship.		**WILI5 – Managing Finances** Demonstrate enterprise skills (e.g. participation in a mini enterprise project).
Group D & E	**Module 2** **Keeping safe and Healthy** **Section B** Demonstrate how to cope with being new Explain current campaigns promoting happiness Explain what constitutes a healthy lifestyle Explain what healthy eating looks like. Identify local health	**Module 5** **Tobacco and Drugs** **Section A** Understand the laws relating to the supply and possession of illegal substances Understand the facts about the harmful effects of smoking tobacco (particularly in relation to lung cancer) Understand the benefits of quitting smoking and how to access support to do so. Understand the effects if nicotine	**Module 7B** **Relationships** Discuss stereotyping and how this can impact relationships within the wider community. Consider steps they could take in a range of different contexts to improve and support respectful relationships **Module 8** **Families and parenting** Recognise the roles and	**Module 6** **Sexual Health** **Section A** Understand the impact of sexually transmitted infections and how to minimise their transmission Understand the different methods of contraception. Understand how to access emergency contraception and the time frame within which it can be effective. Understand the moral responsibilities when seeking consent and the	**Module 4** **Alcohol** Understand the effects of drinking alcohol Identify the signs of alcohol poisoning and what to do. Understand the impact that alcohol can have on emotional health and wellbeing. Know the difference between social pressure and peer pressure in relation to drinking alcohol. Identify strategies to avoid drinking alcohol if you want to.	**Module 11** **Living in modern Britain** Produce a report titled fake news **Module 9** **Financial Choices** **Section B** Plan a budget for an occasion. **WILI5 – Managing Finances** Demonstrate enterprise skills (e.g. participation in a mini enterprise project).

	improvement services Identify risks to personal safety Understand the safe use of taxis and minicabs **SA1 – Personal strengths** Explain that how we feel about ourselves (self esteem) can be affected by what is happening in our lives.	consumption and its associated risks Understand the links between taking drugs and mental health conditions Understand how drug misuse can be harmful in the short and long term. **HL7 – Medicinal drugs, Drugs, alcohol & tobacco** Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances / alcohol might impact on relationships.	responsibilities of parenting. Understand the impact that being a parent can have on your lifestyle. Understand the options available in the event of an unplanned pregnancy. **CG5 – Long term relationships and Parenthood** Identify possible reasons people may choose to adopt or foster children or young people **CG5 – Long term relationships and Parenthood** Explain that no-one can be forced to marry someone; that this is always wring; that the	importance of respecting and protecting an individual's right to give, not give or withdraw consent. Understand the legal consequences of failing to respect an individual's right to give or withdraw consent.	**Module 6 B Sexual Health** Understand the impact of sexually transmitted infections (STIs) and how to minimise their transmission Understand the advantages and disadvantages of different methods of contraception including protecting from STIs. Understand the legal consequences of failing to respect an individual's right to not give or withdraw consent.	

			person is trying to force someone to marry is committing a very serious crime no matter who they are or what they say.			

This framework is a guide for tutors to adapt to meet the needs of their students. To be used in-line with the PSHE Association SEND curriculum framework.

RED TEXT - curriculum covers the RSE and Health Education statutory guidance from the DFE.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• 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 someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• 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 • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent Form: withdrawal from sex education within RSE (Secondary)

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	The school will provide suitable alternative arrangements for the supervision of pupils whose parents exercise the right to withdraw their child.