



**SIR WILLIAM ROBERTSON  
ACADEMY**

**Relationships, Sex and Health Education Policy**

**June 2023**

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## **Statement of intent**

At Sir William Robertson Academy we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy.

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher will be responsible for:

- The overall implementation of this policy.

- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### 3. Organisation of the RSHE curriculum

For the purpose of this policy:

- **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- **"RSE"** refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **"Health education"** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The majority of the RSHE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

#### **4. RSE subject overview**

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

##### **Families**

By the end of secondary school, pupils will know:

- 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

##### **Respectful relationships, including friendships**

By the end of secondary school, pupils will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**



By the end of secondary school, pupils will know:

- About 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 – this includes online.

### **Intimate and sexual relationships, including sexual health**

- By the end of secondary school, pupils will know:
- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

## 5. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in [section 4](#) of this policy.

### Year 7

<b>LESSON TITLE</b>	<b>Learning Objectives</b>	<b>Key Terms - Literacy</b>	<b>Assessment Objectives</b>
<b>Consent and Boundaries</b>	Understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	Consent, Self esteem, Boundaries, praise, essential, comfortable, retractable, active, peer pressure	I can explain why personal space is important I understand what consent is and when it is given I can respond to people and situations in an assertive manner
<b>What does it mean to be a man in 2020?</b>	To describe what it means to be a man in 2023 To explore gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and not a 'mans man'	Masculinity - qualities or attributes regarded as characteristic of men.	I know what it means to be a man I know the difference between a mans man and a good man I am confident in showing my emotions
<b>Managing Friendships &amp; Relationships</b>	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	SECRETS, LIES, DISCLOSURES, SELF-DISCLOSURE, RELATIONSHIPS, Phubbing, Online Friends, Cyber Bullying	I can recognise if I have unhealthy friendships I understand the importance of not disclosing too much information to online friends I am a good friend most if not all of the time
<b>What Makes a good Friend</b>	To understand the importance of friendship and the qualities makes a good friend To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others	Friendship, Loyalty, Trust, Toxic, qualities,	Know how to make new friends I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships
<b>Respect and Relationships</b>	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	Affection, independence, Respect, differences, understanding, diversity	To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences
<b>Being positive + Self Esteem</b>	To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect	Opportunities, hopes, fears, worries, expectations, choices, problems, Positivity, Optimism	I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own emotions
<b>Peer Pressure and Influence</b>	To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	Pressure, Coercion, friends, Banter, Bullying, self esteem, Resilience, Independence	I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others

## Year 8

<b>LESSON TITLE</b>	<b>Learning Objectives</b>	<b>Key Terms - Literacy</b>	<b>Assessment Objectives</b>
<b>RSE - Sexual Orientation</b>	To understand the many different key terms and concepts that are used within this topic. To Explore and challenge LGBT+ prejudices and stereotypes that are out there. To understand the damaging impact homophobic language has on people	Asexual, Pansexual, Bisexual, Queer, Heteroflexible, Heterosexual, Homosexual	I never use homophobic language even in casual conversation. To understand and can define the wide range of sexualities that exist. I understand where to turn to if I need more advice, support and information
<b>RSE - What is Gender Identity</b>	To explore a range of language used with gender identity. To understand the Gender Recognition Act and the difference between sex and gender. To explore and challenge gender prejudices and stereotypes that are out there	Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria	I know the difference between sex and gender. I am aware of the full spectrum of genders. I understand the different options available to those transitioning
<b>RSE - What is RSE</b>	To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship. To explore what a healthy and unhealthy relationship might look like	Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, resilience, boundaries	I know what good Relationships and Sex Education is. I am able to give good relationship advice to others. I can identify a range of rights that should be respected in a relationship
<b>RSE - Dealing with Conflict</b>	To understand the different areas of life where conflict may occur. To understand the cause of conflict and learn a range of conflict resolution methods	Conflict Resolution, Argument, Assertive, Divorce, Solution, International, distressed	I know a range of conflict management strategies. I understand the different causes of conflict. I would be confident in diffusing future conflicts. I may have in my relationships
<b>RSE - Healthy Respectful Relationships</b>	Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships.	Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friendships, respect	Identify what a healthy relationship looks and feels like. Able to identify characteristics of an unhealthy relationship. Recognise how healthy the relationships are that you have with others
<b>RSE What is Love?</b>	To define the term love and understand that it comes in many forms. To understand the meaning of love between a couple and the expectations that form a positive romantic relationship	Feelings, love, relationships, friendships, jealousy, religion	I can explain what love is. I understand the expectations that form a positive romantic relationship. I can explain the many differences between love and sex
<b>Introduction to Contraception</b>	To describe the concept of abstinence. To understand the three main other ways of reducing the risk of pregnancy. To be able to identify a wide range of contraceptive methods	Abstinence, Barrier, Supress, Oestrogen, Progesterone, Copper, IUS, IUD, Contraception	I understand what contraception is and the importance of using it. I can identify a wide range of contraceptive methods available in the UK. I understand a range of issues to consider with regard to contraception choice
<b>Periods and Menstrual Cycle</b>	To understand the menstrual cycle and its role in human reproduction. To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body's functions	Oestrogen, luteal, follicular, ovulation, menstruation, tampon, TSS	I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human reproduction. I understand the role of hormones in the regulation of the body's functions.

## Year 9

LESSON TITLE	Learning Objectives	Key Terms - Literacy	Assessment Objectives
<b>FGM and the Law</b>	To revise the different parts of the female reproductive organs To understand what FGM is and to know that FGM is illegal and where you can go for help and support	Uterus, Clitoris, Vulva, Consent, Genitals, Hood, mutilation, Cultural, illegality, criminal	I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I understand the dangers associated with FGM and Know where to seek help and support
<b>Y9 Sexual consent &amp; Law</b>	To know the legal definition of consent and the law surrounding it To understand the practicalities of consent and the importance of it To understand the consequences of sexual activity with no consent	Consent, sexual assault, rape, capacity, willingness, exploitation, legality	I understand the requirements for consent I know the law in relation to consent, sexual assault and rape I understand the vital importance of consent
<b>RSE - Pleasure and Masturbation</b>	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities	Clitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation, Orgasm, Private, addiction	I can define the terms pleasure and masturbation and give examples of each I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities
<b>RSE - Delaying Sexual Activity</b>	Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship	Consent, Abuse, Rights, Assertive, Passive and Aggressive	I understand the benefits of delaying sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships
<b>RSE - Why have Sex?</b>	To understand the considerations to be taken before making a relationship sexual To understand the positive and negative reasons to have sex To explore the consequences of making a relationship sexual	LOVE, SEX, MARRIAGE, HAPPINESS, CORE QUALITIES, coitus, contraception	I know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex I understand the full range of consequences of making a relationship sexual
<b>RSE - Relationships and partners</b>	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a	Relationship Intimate Friendship Familial Professional Abuse Psychological Emotional Sexual	I understand the main features that help to build a healthy relationship I know a range of non physical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not

<b>What are STI's? (Main Types)</b>	Name at least five common STDs and how they are transmitted. Understand the term safe sex. Compare sexual behaviours that put people at high, low or no risk for STD	STI, STD, Infection, Bacterial, Parasitic, Chlamydia, Syphilis, HIV, Contraception, Disease	Able to name at least 5 Sexually transmitted infections Understand the 2/3 main groups of STI's that exist Able to describe some of the possible symptoms of having an STI
<b>Treating STI's &amp; clinics</b>	To describe the key symptoms and risks associated with a variety of different STI's To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out	Promiscuous, GUM, GP, STI, STD, Contraception, Bacterial, Viral, Parasitic	I can name a wide range of STI's I understand the key symptoms and risks associated with different STI's I understand the important role GUM clinics perform and what to expect from one
<b>Contraception - Fact Hunt / Show &amp; Tell</b>	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom	I can name a wide range of contraceptive methods I understand how at least five different types of contraceptives work I know where I can access further reliable information on this topic
<b>Contraception - Condom lesson</b>	To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome	Condom, Condom Demonstrator, Card Scheme, Contraception, Yeast infection, Shaft, latex, external condom	I understand how to overcome obstacles to condom use I am able to explain all the steps to using a male condom I can explain the different intended uses for flavoured and non-flavoured condoms
<b>Contraception Explored</b>	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women	IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush	I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods
<b>Sexual Harassment &amp; Stalking</b>	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the law surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	Stalking, Criminal, Equality Act, Discrimination, Protection from Harassment Act 1997	I can define stalking and sexual harassment I know how the law responds to stalking and Harassment I know the differences between flirting and sexual harassment

<b>HIV and AIDS</b>	To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support International World Aids Day	HIV, AIDS,, Anti Viral, Infection, Immune system, CD4	I can define HIV and AIDS and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World Aids Day
<b>HIV - Discrimination and Prejudice</b>	To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	HIV, AIDS, PrEP, PEP, Anti Viral, Infection, Immune system, CD4	Know the history of HIV and AIDS Understand the prejudice and discrimination HIV and AIDS sufferers face Understand the recent medical advances in HIV treatment and Prevention

## Year 10

<b>LESSON TITLE</b>	<b>Learning Objectives</b>	<b>Key Terms - Literacy</b>	<b>Assessment Objectives</b>
<b>FGM</b>	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and Abroad	Social, Economic, Financial, Illegality, Culture, Elders, Mutilation, Infertility, Preventable	I understand the dangers associated with FGM I can explain the economic and social excuses made for committing FGM I know how to support someone at risk of FGM
<b>Sexting 'Nudes and Dick Picks'</b>	To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick picks To be able to deal effectively assertively with requests and pressure to send sexts	Sexting, Nudes, Dick Picks, Peer Pressure, Consent, Revenge Porn, Consequences, Take Down Policy	I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online
<b>Online Pornography (Myths vs Reality)</b>	To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and relationships	Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal, sexual excitement, stimulation	I understand which types of Pornography are illegal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships
<b>Domestic Abuse and Domestic Violence</b>	To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships	Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse	I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship
<b>Sexualisation of the media</b>	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love island teach viewers about morals and ethics	Social media influencers, Sexualisation, ASA, Mental Health, Body Image	I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self esteem
<b>Unhealthy Relationships, Sexual Assault and Rpe</b>	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship	Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres	I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a future partner that will keep me safe
<b>Porn and its impact on Society - Lesson 2</b>	Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self	Pornography, Culture, Sex, Illegal, Legal, Society, Revenge Porn,	I understand why porn negatively influences peoples behaviours in society I can identify a wide range of issues that are under represented in porn I know what revenge porn is and the law surrounding it

## Year 11

<b>LESSON TITLE</b>	<b>Learning Objectives</b>	<b>Key Terms - Literacy</b>	<b>Assessment Objectives</b>
<b>Peer on Peer Abuse</b>	To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	Peer abuse, Domestic Violence, Honour, CSE, Equality, Respect	I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help if myself or a peer is suffering abuse
<b>Fertility - what impacts it</b>	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment	IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination, Sperm Bank, Surrogate	I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility I can explain the process of IVF Treatment
<b>Alcohol, Parties and Bad Choices</b>	To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make	Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Units, Drink spiking, GHB, GBL	I know the risks associated with house parties I can explain how drinking alcohol impacts sensible decision making I always try to take positive decisions in relation to my own health and safety
<b>Importance of Sexual Health</b>	To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health	Sexual Health, STI, Contraception, Sexual Health, Pregnancy	I can define sexual health and reflect on my own I can explain the negative consequences of neglecting my sexual health I can identify a range of things that will and will not protect against pregnancy
<b>Revisiting Contraception</b>	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom Thrush, Douche	I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods
<b>Respect Love and Relationships</b>	To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship	SEXUAL HEALTH, CLINIC, ACCESSING SERVICES, FEARS, HELP DISRESPECT, ABUSE, UNHEALTHY, COERCION	I can describe what love is and what love is not I can identify unhealthy features of a relationship I understand the wide range of risks associated with online relationships
<b>Revisiting STI's</b>	To understand the way STI's spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral STI's and bacterial STI's	Bacterial, Virus, Parasitic, STI, HIV, HPV, Promiscuous, Infection, G.U.M Clinic, Sexual health	I understand what happens at a sexual health clinic I can explain some differences between bacterial STI's and viral STI's I understand the risk of catching an STI with regard to various activities couples might engage in

## 6. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.

- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

## **Health and prevention**

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

## **Changing adolescent body**

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

## **7. Delivery of the curriculum**

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.



The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## 8. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 9. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

## 10. Working with external agencies

Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-

to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **11. Withdrawal from lessons**

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## **12. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.

### **13. Safeguarding and confidentiality**

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

### **14. Monitoring and review**

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Pupil Voice
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy will be June 2024.