



Relationships and Sex Education (RSE) Policy

Respect, Wisdom, Aspiration, Community

Relationships and Sex Education Policy

Created:

Ratified:

Review:

Policy	Relationships and Sex Education Policy
Author(s)	
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School

Name: _____ Position: _____

Signed: _____ Date: _____

Full Governing Body

Name: _____ Position: Chair of Governors

Signed: _____ Date: _____

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1. Aims

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

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

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Barnhill Community High School we teach RSE as set out in this policy.

Our articles of association and funding agreement direct us to deliver an education in keeping with the Education Act 1996 and this policy ensures high quality provision for SRE.

3. Policy development

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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 – members of school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a focus group and were given an opportunity to offer feedback about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This will go beyond what is covered in the science curriculum.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

6. Delivery of RSE

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).

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

Students with Special Educational Needs will receive support, where appropriate, from the SEND team who will deliver the curriculum in a safe environment designed for student needs. In Science KS3 the school cover topics which include: Adolescence, puberty, sex hormones, male and female reproductive systems (labelling and functions of the internal as well as external structures), menstrual cycle and contraception.

At Science in KS4 there is a more details focus, building on what was learned at KS3 and cover touch on Sperm/egg fertilization which links to inherited characteristics (DNA, Gene /Chromosomes/ Variation and Inherited disorders). Types of reproduction and cell division linking into sexual reproduction and variation are also covered.

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

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 1 and 2.

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

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.

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mr John Jones.

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 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-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 and those responsible for teaching RSE in the school. Those responsible for teaching RSE in the school, and their roles, are:

Form Tutors, the SEND Team, Teachers of Science and the Senior Leadership Team.

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

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

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

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

The Headteacher will also pass on the information of the withdrawal to the relevant members of the pastoral team and 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 Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the school's pastoral team through:

- Regular monitoring of the PSHCE programme by Heads of Year and the Senior Leadership Team.

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and recorded in line with school expectations.

This policy will be reviewed by The Headteacher and the Chair of Governors and the Governing Board meeting at every policy review.

Appendix 1: Curriculum Map

<u>Lesson title</u>	<u>Year Group</u>	<u>Learning objectives</u>	<u>Key Terms - Literacy</u>	<u>Assessment Objectives</u>	<u>PSHE Association Core Theme</u>
Consent and Boundaries	Year 7	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	Relationships
What does it mean to be a man in 2020?	Year 7	To describe what it means to be a man in 2020. To explore gender stereotypes of masculine men. To evaluate the characteristics of a 'good man' and not a 'man's 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 man's man and a good man. I am confident in showing my emotions	N/A
Managing Friendships & Relationships	Year 7	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	Relationships

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What Makes a good Friend	Year 7	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	Relationships
Respect and Relationships	Year 7	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	Living in the wider World
Being positive + Self Esteem	Year 7	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 us	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	Relationships

				important to be aware of my own emotions	
Peer Pressure and Influence	Year 7	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	Relationships

RSE - Sexual Orientation	Year 8	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	A Sexual, 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	Relationships
RSE - What is Gender Identity	Year 8	To explore a range of language used with gender identity. To understand the Gender Recognition Act and the difference between sex and gender. To	Transitioning, Cis Male, Cis Female, Gender	I know the difference between sex and gender I am aware of the full spectrum of	Relationships

		explore and challenge gender prejudices and stereotypes that are out there	Recognition Act, Transgendered, Sex Gender, Gender Dysphoria	genders. I understand the different options available to those transitioning	
RSE - What is RSE	Year 8	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	Relationships
RSE - Dealing with Conflict	Year 8	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	Relationships
RSE - Healthy Respectful Relationships	Year 8	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,	Identify what a healthy relationship looks and feels like. Able to identify characteristics of an unhealthy relationship	Relationships

			Friendships, respect	Recognise how healthy the relationships are that you have with others	
RSE What is Love?	Year 8	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	Relationships
Introduction to Contraception	Year 8	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	Relationships
Periods and Menstrual Cycle	Year 8	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	Health & Wellbeing

				menstrual cycle and its role in human reproduction I understand the role of hormones in the regulation of the body's functions.	
Female Genital Mutilation and the Law	Year 9	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	Relationships
Sexual Consent & Law	Year 9	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	Relationships
RSE - Pleasure and Masturbation	Year 9	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	Clitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation,	I can define the terms pleasure and masturbation and give examples of each I understand the	Relationships

		and identify high and low risk activities and ways to mitigate the high-risk activities	Orgasm, Private, addiction	benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities	
RSE - Delaying Sexual Activity	Year 9	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	N/A
RSE - Why have Sex?	Year 9	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	N/A

RSE - Relationships and partners	Year 9	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	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	N/A
What are STI's? (Main Types)	Year 9	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	Relationships
Treating STI's & clinics	Year 9	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	Relationships

Contraception - Fact Hunt / Show & Tell	Year 9	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	Relationships
Contraception - Condom lesson	Year 9	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, C-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	Relationships
Contraception Explored	Year 9	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,	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	Relationships

			Femidom, Thrush	evaluate the effectiveness of different methods	
Sexual Harassment & Stalking	Year 9	To define the terms stalking and harassment. To explore the differences between flirting and sexual harassment. To understand the laws 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	Relationships
HIV and AIDS	Year 9	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	Relationships
HIV - Discrimination and Prejudice	Year 9	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	Relationships

<p>FGM</p>	<p>Year 10</p>	<p>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</p>	<p>Social, Economic, Financial, Illegality, Culture, Elders, Mutilation, Infertility, Preventable</p>	<p>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</p>	<p>Relationships</p>
<p>Sexting 'Nudes and Pics'</p>	<p>Year 10</p>	<p>To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and pics To be able to deal effectively assertively with requests and pressure to send sexts</p>	<p>Sexting, Nudes, Dick Picks, Peer Pressure, Consent, Revenge Porn, Consequences, Take Down Policy</p>	<p>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</p>	<p>Living in the wider World</p>

<p>Online Pornography (Myths vs Reality)</p>	<p>Year 10</p>	<p>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</p>	<p>Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal, sexual excitement, stimulation</p>	<p>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</p>	<p>Relationships</p>
<p>Domestic Abuse and Domestic Violence</p>	<p>Year 10</p>	<p>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</p>	<p>Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse</p>	<p>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</p>	<p>Relationships</p>

<p>Sexualisation of the media</p>	<p>Year 10</p>	<p>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</p>	<p>Social media influencers, Sexualisation, ASA, Mental Health, Body Image</p>	<p>I can describe the impact sexualisation 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</p>	<p>Relationships</p>
<p>Unhealthy Relationships, Sexual Assault and Rape</p>	<p>Year 10</p>	<p>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</p>	<p>Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres</p>	<p>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</p>	<p>Relationships</p>

<p>Porn and its impact on Society - Lesson 2</p>	<p>Year 10</p>	<p>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</p>	<p>Pornography, Culture, Sex, Illegal, Legal, Society, Revenge Porn,</p>	<p>I understand why porn negatively influences peoples behaviours in society I can identify a wide range of issues that are underrepresented in porn I know what revenge porn is and the law surrounding it</p>	<p>Relationships</p>
<p>Peer on Peer Abuse</p>	<p>Year 10</p>	<p>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</p>	<p>Peer abuse, Domestic Violence, Honour, CSE, Equality, Respect</p>	<p>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</p>	<p>Relationships</p>
<p>Fertility - what impacts it</p>	<p>Year 11</p>	<p>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</p>	<p>IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination,</p>	<p>I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility. I</p>	<p>Relationships</p>

		the various ways women can become pregnant including IVF Treatment	Sperm Bank, Surrogate	can explain the process of IVF Treatment	
Alcohol, Parties and Bad Choices	Year 11	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	Relationships
Importance of Sexual Health	Year 11	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	Relationships
Revisiting Contraception	Year 11	To understand how a variety of different forms of contraception	IUD, Diaphragm, Patch, Injection,	I understand the difference between	Relationships

		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	Contraception Ring, Abstinence, Condom, Pill, Femidom Thrush, Douche	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	
Respect Love and Relationships	Year 11	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	Relationships
Revisiting STI's	Year 11	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	Relationships

				risk of catching an STI with regard to various activities couples might engage in	
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Relationships and Sex Education Curriculum Map - Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 recognize 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	<ul style="list-style-type: none"> • 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

<p>Online and media</p>	<ul style="list-style-type: none"> • 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
<p>Being safe</p>	<ul style="list-style-type: none"> • 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)
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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)

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| | <ul style="list-style-type: none">• 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 |
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Appendix 3: Parent form: withdrawal from sex education within RSE

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

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