

Relationships and Sex Education Policy

Approved by:

Reigate School
Full Governing Board

Date: 1st July 2020

Last reviewed on:

1st July 2020

Next review due by:

July 2021

1. Aims

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

- Provide the pupils with age and developmentally appropriate information to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Provide a framework in which sensitive and inclusive discussions can take place to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how situations can be managed.
- Guide pupils in managing their personal and social lives in a positive way
- 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
- Provide pupils with the knowledge they need of the law
- Teach pupils the correct vocabulary to describe themselves and their bodies, develop resilience and character of pupils to guide them in becoming productive members of society.

The teaching of RSE will support our school community values of Respect, Friendship, Resilience, Curiosity and Kindness.

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](#). In designing the curriculum, we have also considered the Equality Act (2010).

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

3. Policy development

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

- i. Review – Heads of PSHE and SLT link pulled together all relevant information including relevant national and local guidance;
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;

- iii. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy where suggested lesson content was also shown, discussed and amended where appropriate to reflect our community;
- iv. Pupil consultation – we investigated what exactly pupils want from their RSE;
- v. Ratification – once amendments were made, the policy was shared with our Full Governing Board and ratified.

4. Definition

RSE is about the emotional, social, physical and cultural development of pupils, and involves learning about what is acceptable and unacceptable behaviour in all types of relationships, understanding sexual health, contraception, sexuality, healthy lifestyles, diversity and personal identity.

RSE provides age and developmentally appropriate information to help all pupils develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE involves a combination of sharing information, and exploring issues and values in a respectful manner to the range of faiths and cultural beliefs in our community.

RSE is not about the promotion of sexual activity and does not encourage early sexual experimentation.

RSE teaches pupils to understand human sexuality and to respect themselves and others through building their maturity, confidence and self-esteem so they are equipped to make safe, informed and healthy choices as they progress through adult life.

5. Curriculum

Our curriculum, and a selection of resources, are set out as per Appendix 1, but these will be adapted in light of parent, student and staff feedback over time.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Lessons and resources have been created and adapted with our students in mind and follow suggestions, plans and advice provided by the PSHE Association and Sex Education Forum.

If pupils ask questions outside the scope of this policy, teachers will respond in an age and developmentally appropriate manner so they are fully informed and don't seek answers online.

When planning and teaching RSE lessons, we will take into account the religious background of all pupils to ensure that the core content is appropriately handled.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum lead by Catherine Woodcock, Kate Wescott and a dedicated team of staff volunteers.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Drop down mornings will also be used as an opportunity for discussion and development.

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

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 Appendix 1.

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).

To fully support our SEN children we will take the following actions:

- Ensure that all children have access to the school curriculum and are fully included in all activities of the school in order to promote the highest levels of achievement;
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have;
- Ensure that teaching staff are aware of and sensitive to the needs of all children and teaching children in a way that is more appropriate to their needs;
- Help children to gain in confidence and improve their self-esteem;
- To work in partnership with parents/ carers, children and relevant external agencies in order to provide for children's special educational needs and disabilities;

- To identify at the earliest opportunity all children that need special consideration to support their needs (whether these are educational, social, physical or emotional);
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum;
- To promote self-worth and enthusiasm by encouraging independence at all ages and ability levels;
- To give every child the entitlement to a sense of achievement.

7. Roles and responsibilities

7.1 The Governing Board

Reigate School Governing Board will approve the RSE Policy, and hold the headteacher to account for its implementation.

7.2 The Head of School

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

7.3 Staff

RSE is taught within the personal, social, health and economic (PSHE) education curriculum lead by Catherine Woodcock and Kate Wescott and a dedicated team of staff volunteers.

Staff are responsible for:

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

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

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

Whilst we would not recommend this for concern that pupils might source information online, parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

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

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Specialist training is provided to the joint Heads of PSHE to ensure that the curriculum is in line with government policy and all up to date resources are accessible.

Staff training needs are met to include: safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of RSE.

The headteacher may 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 Matt Alexander as Head of School, Chris Harvey as PSHE Department Line Manager, Catherine Woodcock and Kate Wescott as co-Heads of PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented This monitoring will answer questions such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, stakeholder surveys, recording pupil attendance of RSE aspects of PSHE and drop down sessions, regular review of the RSE policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Lesson observations
- Parent, staff and student surveys

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Full Governing Board.

APPENDIX 1: SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW – COMPETENCIES-BASED MODEL

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	Developing empathy, compassion and communication: <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online 	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	Developing self-confidence and self-worth: <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	Developing agency and decision making skills: <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> Managing online presence Digital and media literacy 	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity
Year 9	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication 	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media 	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> Preparation for, and reflection on, work experience
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> Money management Fraud and cybercrime Preparing for adult life 	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> Relationship values Maintaining sexual health Sexual health services Managing relationship challenges and endings 	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation 	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals 	

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Independence and aspirations	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school PoS Refs: H1, R9, R14, R15, L2, L3, L21	<ul style="list-style-type: none"> self awareness through exploring their personal identity and identifying core values how identity and values can support goal setting for the future skills to support learning e.g. teamwork and organisation about school rules and people who can help with transition how to demonstrate respect in the school community 	
Autumn 2 Autonomy and advocacy	Developing empathy, compassion and communication: <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38	<ul style="list-style-type: none"> skills to make and maintain new friendships how to empathise with, and show compassion for peers to recognise loneliness and isolation, and strategies to include others to communicate safely online to recognise bullying in all its forms strategies for challenging bullying, including online how and where to communicate concerns about friendships and bullying, including online 	
Spring 1 Choices and influences	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep PoS Refs: H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42	<ul style="list-style-type: none"> how to recognise, express and manage emotions to promote daily wellbeing about influences on diet and exercise choices how to make healthy and informed decisions about maintaining hygiene and dental health about the importance of sleep and maintaining healthy sleep habits 	
Spring 2 Independence and aspirations	Developing self-confidence and self-worth: <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	<ul style="list-style-type: none"> ways to develop self-confidence and feelings of self-worth about the impact of puberty on emotional wellbeing and self-concept, and ways to manage this about the physical changes that occur during puberty, including periods and wet dreams 	

	PoS Refs: H1, H2, H3, H4, H5, H34, L24	<ul style="list-style-type: none"> • about menstrual wellbeing and strategies to manage it • how to manage influences on body satisfaction e.g. online media 	
Summer 1 Autonomy and advocacy	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage <p>PoS Refs: H21, H22, R6, R13, R16, R26, R41, L21</p>	<ul style="list-style-type: none"> • about rights, responsibilities and how to respect and advocate for them, including online • how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • about the importance of consent • about the relationship between personal boundaries and human rights • how to seek help for themselves or others, in relation to unwanted contact • how to safely access help for themselves or others if concerned about FGM or forced marriage 	
Summer 2 Choices and influences	Developing agency and decision making skills: <ul style="list-style-type: none"> • Drugs, alcohol and tobacco • Safety and first aid <p>PoS Refs: H23, H24, H25, H26, H27, H28, H29, H30, H31, H33, R20, R42, R43</p>	<ul style="list-style-type: none"> • how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol • skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco • about personal safety in increasingly independent contexts e.g. travel safety • how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries • to assess when to contact emergency services 	

YEAR 8 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Independence and aspirations	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> • Managing online presence • Digital and media literacy PoS Refs: H3, H30, R7, R8, R17, R30, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> • that information online can be manipulated, misrepresented or fake • how to critically analyse different sources of information • how to assess the reliability of media sources and critique social media content • how to safely manage personal information online • strategies to maintain a positive presence online 	
Autumn 2 Autonomy and advocacy	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> • Stereotypes, prejudice and discrimination • Promoting diversity and equality PoS Refs: H1, R3, R37, R38, R39, R40, R41, L10	<ul style="list-style-type: none"> • about the importance of equality and diversity and how to celebrate these • how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others • how to recognise and challenge stereotypes • the impact of stereotypes on perceptions of others • strategies to communicate concerns about, and challenge, prejudice and discrimination 	
Spring 1 Choices and influences	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33	<ul style="list-style-type: none"> • how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use • about the laws relating to substances • strategies to manage influence in relation to substances • about contraception and how to access advice and support in relation to sexual health • how to balance time online with other activities • how to recognise and manage influences online 	

<p>Spring 2 Independence and aspirations</p>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work <p>PoS Refs: H1, L2, L3, L4, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> how to develop self-awareness by identifying personal and academic strengths and interests to increase motivation by setting aspirational goals about different careers and routes to employment about employment trends and how they can inform decision-making how to manage emotions relating to future employment and career choices 	
<p>Summer 1 Autonomy and advocacy</p>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity ‘Sexting’ Managing conflict <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> about the features of healthy and unhealthy relationships, including online how to maintain respectful relationships, including online about sexual orientation, gender identity and diversity in sexual attraction how to assertively communicate and negotiate boundaries in relationships about the law relating to consent and how to seek, give, and not give consent strategies to assess readiness for intimacy and manage pressure in relationships how to manage requests to share intimate images, including where, when and how to report concerns skills and strategies to manage conflict about sources of support and how to access them 	
<p>Summer 2 Choices and influences</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity <p>PoS Refs: H7, H8, H9, H10, H11, H12, H16, H18, H21, H31, R42</p>	<ul style="list-style-type: none"> about the link between physical and mental wellbeing about the importance of positive mental health and emotional wellbeing and how to maintain these about attitudes towards mental health and how to challenge myths and stigma how to recognise and manage influences and make healthy, informed decisions about maintaining physical health how to access appropriate support in relation to mental and physical health 	

YEAR 9 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Independence and aspirations	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability PoS Refs: L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26	<ul style="list-style-type: none"> to evaluate influences on, and sources of advice for GCSE options and careers how to make informed decisions about GCSE options in relation to future goals skills for enterprise and employability laws and rights relating to young people’s employment 	
Autumn 2 Autonomy and advocacy	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication PoS Refs: H26, H27, R19, R20, R37, R42, R43, R44, R45, R46, R47	<ul style="list-style-type: none"> how to manage difficulties and challenges in friendships how to assertively communicate values and beliefs in challenging situations strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime to evaluate attitudes and social norms in relation to substance use the risks and consequences of substance misuse exit strategies in risky or dangerous situations and how to access support 	
Spring 1 Choices and influences	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies PoS Refs: H7, H8, H9, H10, H11, H12, R1, R14, R18, R21, R22	<ul style="list-style-type: none"> to build digital resilience for emotional wellbeing about maintaining mental health and emotional wellbeing, including healthy coping strategies to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders how to access help and support in relation to mental health and emotional wellbeing to recognise new opportunities that change can bring strategies for managing loss and change and how to empathise with, and show compassion for peers 	

<p>Spring 2 Independence and aspirations</p>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> • Financial decisions • Saving and borrowing • Gambling, financial choices and debt <p>PoS Refs: H5, H32, R17, L15, L16, L17, L18, L19, L27</p>	<ul style="list-style-type: none"> • how to recognise and manage the impact of the media and advertising on decision making, including online • about saving, borrowing and how to manage money • how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online • to identify common forms of fraud and online scams • how to access help in relation to gambling harms or fraud 	
<p>Summer 1 Autonomy and advocacy</p>	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the media <p>PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25</p>	<ul style="list-style-type: none"> • about the features of healthy, intimate relationships, including that they should be equitable and pleasurable • how to recognise healthy and unhealthy relationship behaviours • about stable, committed relationships and features of family life • about personal values and their influence on relationship expectations • about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • about the legal and moral responsibilities in relation to seeking consent • how to recognise factors that might affect capacity to consent 	
<p>Summer 2 Choices and influences</p>	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid <p>PoS Refs: H19, H20, H21, H30, H31, H33, H35, H36, R32, R33, R34</p>	<ul style="list-style-type: none"> • how to make informed decisions about sexual health and access reliable advice and support • about sexually transmitted infections and how to reduce chances of transmission • how to choose and access contraception • about the consequences of unintended pregnancy and how to access appropriate support • about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer • to revisit and further develop first aid and life-saving skills 	

YEAR 10 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Independence and aspirations	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3	<ul style="list-style-type: none"> skills to improve adaptability and resilience during periods of change or transition and strategies to manage change learning skills for key stage 4, e.g. organisation, time management and goal setting about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies strategies for managing common mental health concerns, including stress management techniques about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety 	
Autumn 2 Autonomy and advocacy	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32	<ul style="list-style-type: none"> about relationship expectations and how to identify and evaluate own beliefs and values in relation to these how to assertively communicate relationship expectations how to recognise manipulation and coercion, how to seek and assertively give or not give consent how to evaluate and manage the influence of pornography how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online how to respond to harassment, including online, and violence; where to seek help 	
Spring 1 Choices and influences	Developing agency, decision making and strategies to manage influence and access support:	<ul style="list-style-type: none"> how to identify risky and emergency situations, including online; how and when to seek help about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved 	

	<ul style="list-style-type: none"> • First aid and life-saving • Personal safety • Online relationships <p>PoS Refs: H23, H24, H26, R14, R15, R20, R21, R22</p>	<ul style="list-style-type: none"> • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour • to consolidate first aid and life-saving skills • to evaluate and manage the opportunities and risks of establishing and conducting relationships online • how to behave legally, ethically and responsibly online, including in online aspects of relationships • how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	
<p>Spring 2 Independence and aspirations</p>	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	
<p>Summer 1 Autonomy and advocacy</p>	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • how to make informed decisions about marriage and other long term commitments • about the unacceptability of forced marriage and how to safely seek help • to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) • how to manage the influence of gender and sexual norms and stereotyping • about the support available to people with protected characteristics and how to access advice and help for self or others 	

		<ul style="list-style-type: none"> • how personal data is generated, collected and shared and may be used with the aim of influencing decisions • how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this • about extremism, how to reduce the risks and where to seek help 	
<p>Summer 2 Choices and influences</p>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience <p>PoS Refs: H1, L1, L3, L4, L5, L6, L7, L8 L9, L10, L11, L13, L14, L15, L22, L24</p>	<ul style="list-style-type: none"> • how to independently research and apply for work experience opportunities • about rights and responsibilities in the workplace, including in relation to health and safety • how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally • how to benefit from opportunities online for career development and manage potential challenges • positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer 	

YEAR 11 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Independence and aspirations	Developing resilience and risk management skills: <ul style="list-style-type: none"> • Money management • Fraud and cybercrime • Preparing for adult life PoS Refs: H4, H18, H22, H25, R35, R36, R37, R38, L16, L17, L18, L19, L20	<ul style="list-style-type: none"> • how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life • about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent settings, including online 	
Autumn 2 Autonomy and advocacy	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings PoS Refs: H14, H27, H28, H29, R2, R7, R9, R11, R12, R13, R17, R23	<ul style="list-style-type: none"> • how to communicate personal values in relationships • to recognise the importance of respect, pleasure and equity in intimate relationships • ways to effectively choose, negotiate and use contraception and maintain sexual health • about sexual health services, locally, nationally and online, and how to use and access them • how to manage relationship changes safely and respectfully • about relationship challenges, how to manage strong emotions and communicate effectively at such times 	
Spring 1 Choices and influences	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation 	<ul style="list-style-type: none"> • how to manage influences to make healthy lifestyle choices • how and why to maintain a healthy balance between time online and other activities • how to access health services with confidence, e.g. smoking cessation, dental and GP services • how to monitor health, e.g. through self-examination and using screening services 	

	PoS Refs: H2, H3, H4, H11, H12, H13, H14, H15, H16, H17, H18, H21	<ul style="list-style-type: none"> • how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds • about blood, organ and stem cell donation and how to make informed decisions in relation to these 	
Spring 2 Independence and aspirations	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss <p>PoS Refs: H5, H30, H31, H32, H33, R4, R6, R13, R17, R24, R25, R26, R27</p>	<ul style="list-style-type: none"> • about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents • how to identify and evaluate parenting skills and assess readiness for parenthood • to recognise that fertility changes over time and evaluate the implications of this • to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy • how to access appropriate advice and support in relation to pregnancy, including miscarriage • strategies to manage grief and loss, including bereavement and how to access support for self or others • how to show compassion and empathy for others who are experiencing challenging situations 	
Summer 1 Autonomy and advocacy	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals <p>PoS Refs: H1, H2, L1, L2, L3, L4, L10, L21</p>	<ul style="list-style-type: none"> • how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures • how to make informed decisions about different education and career pathways • about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours • how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment • how to set realistic yet aspirational life goals 	

Appendix 2: 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	

