



Relationships and Sex Education Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors. For further information, please see our Equalities Policy.

Document Management

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1. Scope

This policy applies to all schools within Swale Academies Trust.

2. Aims

The aims of relationships and sex education (RSE) within our Trust 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
- Support character development to prepare young people for the future

3. Statutory requirements

At our **primary** schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 our **primary** schools we teach RSE as set out in this policy.

At our **secondary** academy schools 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 our **secondary** schools we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a cross-Trust working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views and thoughts about the policy. Schools are expected to continue consultative conversations with parents about the RSE curriculum, at least annually.
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE. We continually

seek the views of our pupils as we refine and develop the RSE curriculum

5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment.

RSE is not about the promotion of sexual activity.

6. Curriculum

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

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) · How a baby is conceived and born

RSE within our **primary** schools extends beyond what is covered within the national curriculum expectations for science.

Secondary sex education will focus on:

- Intimate sexual relationships and sexual health
- Online media including risky behaviours

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

7. Delivery of RSE

Across our Trust schools, RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms. We help our children to reflect sensitively that some may have a different structure of support around them. Providing opportunities to build their character.

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

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

In our **primary** schools relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

The following statements outline what is covered within our **primary** RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum) · How a baby is conceived and born

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

In our **secondary** schools, 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.

8. Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

9. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

10. Roles and responsibilities

10.1 The Governing Body

Local Governing Bodies will monitor the ongoing implementation of this policy.

10.2 The Headteacher

Headteachers are responsible for ensuring that RSE is taught consistently in schools across the Trust, and for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSE (see section 8).

10.3 Staff

All staff in all schools across the Trust 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 as outlined in this Trust policy. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher of their school.

10.4 Pupils

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

11. Parents' right to withdraw

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

In our Trust **primary** schools parents have the right to withdraw their children from the non-statutory components of sex education within RSE as outlined below and in appendix 1.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum).
- How a baby is conceived and born.

In our Trust **secondary** schools 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 of the school.

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.

12. Assessment and Monitoring

The delivery of RSE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party annually. At every review, the policy will be approved by local governing bodies.

Appendix 1: Curriculum map

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
Year 7							
Overall Topic	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Roll over
Enquiry Question	How do I fit into the world I live in?	Do we need to feel 'the same' to belong?	How do my choices affect my dreams and goals?	Why is it important to take care of my health and well-being?	Why is it important to build strong, healthy relationships?	What changes are happening to prepare me for adulthood?	Do my actions affect others?
RE Content Sikhism	<ul style="list-style-type: none"> What is RE? Freedom of faith in the UK Religious belief and practice Life of Guru Nanak 	<ul style="list-style-type: none"> Charity and worship What does it mean to be a teen Sikh? What do Sikhs believe about God? Who is the last Guru, Guru Granth Sahib? Sikh attitudes towards equality 	<ul style="list-style-type: none"> Sikhism and the Five K's What difference does it make to believe in religion? 	<ul style="list-style-type: none"> Religious beliefs about resurrection Religious beliefs about reincarnation and rebirth Issues surrounding immortality Evidence of immortality through religious accounts What is meant by immortality? What is a near-death experience What does science and atheism say about immortality? 	<ul style="list-style-type: none"> Sikhism and marriage Sikhism and arranged marriage Sikhism and divorce 	<ul style="list-style-type: none"> Sikh celebrations Sikh festivals - Diwali, Vaisakhi 	Sikhs are permitted to perform CPR - Sikhs believe that God's will is always carried out, whether the results come through prayer or traditional medicine

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
CE Content	<ul style="list-style-type: none"> • Identity • My influences • Peer pressure • Online identity • Media influences • British Values • Mutual respect • Democracy • Individual liberty 	<ul style="list-style-type: none"> • Careers - First impressions • Prejudice and discrimination • Discrimination in school • Tackling discriminatory language • Attitudes and values • Challenging stereotypes • Bullying • Consequences of bullying • Cyber bullying - good communication 	<ul style="list-style-type: none"> • Dreams and goals • Achieving my dreams and goals • Coping strategies • Responsibility • Choices and consequences • County Lines - gangs 	<ul style="list-style-type: none"> • Recognising and describing emotions • Managing stress • Link between mental health and being active 	<ul style="list-style-type: none"> • Positive qualities of healthy relationships • Supportive relationships Getting on and falling out Discernment and perceptiveness in relationships • Assertiveness • Treatment of men and women 	<ul style="list-style-type: none"> • Puberty • Periods and wet dreams • FGM and breast ironing • Healthy relationships - parents, media and self esteem 	<p>Transition week 6>7</p> <ul style="list-style-type: none"> • The Island • Team building skills • Working on why rules are important and sanctions <p>Roll over 7>8</p> <ul style="list-style-type: none"> • Revision of topics studied across the year • CPR • First aid: bleeding
Assessment	<p>Teacher Assessment - PEE response to question 'should respect be automatic'?</p> <p>Lesson 9</p> <p>Peer Assessment - PEE based on scenarios Lesson 4</p>	<p>Teacher Assessment - Consequences of bullying - creative writing Lesson 11/12</p> <p>Peer Assessment - Response to scenarios on bullying Lesson 10</p>	<p>Teacher Assessment - PEE response to quote 'Life is about making choices...'</p> <p>Lesson 7</p> <p>Self Assessment - How does believing in God affect a person's</p>	<p>Teacher Assessment - How is the afterlife viewed in the Christian and Sikh faith? Lesson 10</p> <p>Self Assessment - Write a letter to your friend explaining why they need to take</p>	<p>Teacher Assessment - Assertiveness</p> <p>Lesson 6</p> <p>Self Assessment - Explain how you can manage conflict in your relationships by choosing how to respond in</p>	<p>Teacher Assessment - PEE response to scenario Lesson</p> <p>Peer Assessment - Why should everyone learn about periods and not just girls? Lesson 3</p>	N/A

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
	End of topic assessment - multiple choice (self assessed) and moral dilemma extended response	End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	sense of self? Lesson 12 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	better care of their dental health Lesson 3 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	different situations Lesson 3 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	End of year assessment - Year 7 exam - RE?	

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
Year 8							
Overall Topic	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me/ Mental health	Relationships and the media	Changing Me	Roll over
Enquiry Question	Can I choose how I fit into the world?	How different are we really?	Can the choices I make now influence my future?	How can I become more responsible for my health and happiness?	How do the terms 'media' and 'relationships' affect me?	What factors can make an intimate relationship happy and healthy?	Do my actions affect others?
RE Content Christianity and Islam	<ul style="list-style-type: none"> • What is religion? • Faith and beliefs • Parables - creative writing • Does living biblically mean obeying the whole Bible? • Does religion help people to be good? • Expressing the spiritual through the arts in Islam 	<ul style="list-style-type: none"> • Careers - Transferable skills • Religious teachings about equality • Religious attitudes towards racism • Religious attitudes towards gender • The role of men and women - Christianity and Islam • Forgiveness and reconciliation • Religion and Injustice • Why do we celebrate Christmas? 	<ul style="list-style-type: none"> • Christianity and the use of money • Christianity and charity • Five Pillars of Islam • Islam and Charity [Zakah+Khums] comparison with Christianity 	<ul style="list-style-type: none"> • What is so radical about Jesus? 	<ul style="list-style-type: none"> • Is death the end, does it matter? Islam and Christianity • Non religious views about the afterlife e.g Humanists and atheists 	<ul style="list-style-type: none"> • RE links throughout the term 	<p>Christians and Muslims are permitted to perform CPR. Saving a life is what God/ Allah would want.</p> <p>In Islam the opposite sex may perform CPR under certain circumstance for example if they are dressed appropriately.</p>

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
CE Content	<ul style="list-style-type: none"> Expectations Identity My Family Family factors The power of first impressions 	<ul style="list-style-type: none"> Who am I/ LGBT+ Bullying with particular focus on LGBTQ+ community Understanding the term 'Transgender' 	<ul style="list-style-type: none"> Goals What money can't buy Money and earnings Gambling 	<ul style="list-style-type: none"> Types of mental health Self harm Celebrities and mental health Dealing with emotions Causes of mental health and links to poverty 	<ul style="list-style-type: none"> Relationships with yourself Developing the relationship with yourself Puberty, changing bodies and genital changes Consent and FGM Upskirting Pros and cons to the media Being in control of social media 	<ul style="list-style-type: none"> What does it mean to be in love? Healthy vs unhealthy relationships Coercion in relationships Pornography and the dangers Unrealistic expectations on relationships, alcohol and risks related. 	Roll over 8>9 <ul style="list-style-type: none"> Roll play Creative writing CPR First aid: asthma
Assessment	Teacher Assessment - Two PEE responses to the topic of parables Lesson 3 Peer Assessment - PEE response to the importance of	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice	Teacher Assessment - PEE response Lesson 2 Peer Assessment - Lesson 2 End of topic assessment - multiple choice (self/peer assessed) and	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of year assessment - Year 8 exam - RE?	N/A

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
	Islamic art Lesson 6 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	(self/peer assessed) and moral dilemma extended response	moral dilemma extended response	(self/peer assessed) and moral dilemma extended response	(self/peer assessed) and moral dilemma extended response		
Year 9							

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
Overall Topic	Being Me in My World	Relationships/ Sex Education	Celebrating Difference	Dreams and Goals	Healthy Me / Substances	Changing Me/ Resilience and happiness	Roll over
Enquiry Question	To what extent does the world I live in affect my identity?	What value does learning about sex education have in my life?	What value does learning about sex education have in my life?	How does social media affect our lives?	How can the use of substances affect our mind and body?	What factors can affect our happiness and well-being?	Do my actions affect others?
RE Content Buddhism	<ul style="list-style-type: none"> • Buddhism - What makes a person? • Love thy neighbour 	<ul style="list-style-type: none"> • Sex, family and religion, LGBT focus 	<ul style="list-style-type: none"> • Buddhism/ Dukkha • Life of the Buddha 	<ul style="list-style-type: none"> • Amish and technology • Buddhism no bad actions linked to online trolling 	<ul style="list-style-type: none"> • Religious views on the use of drugs 	<ul style="list-style-type: none"> • Buddhism and refuge • Buddhism and happiness - balance in life 	Buddhists generally allow CPR, however some medication may not be permissible.
CE Content	<ul style="list-style-type: none"> • Peer approval and County Lines • Consent, assertiveness and saying "no" • Exploitation • Inappropriate images • Reflection 	<ul style="list-style-type: none"> • Careers - communication skills • Predatory behaviour • Porn - is it real and the dangers of pornography • Planning to have sex and contraception, • Contraception demonstration • Consequences of unprotected sex and STI's 	<ul style="list-style-type: none"> • Equality Act • Discrimination • Bullying • and derogatory language • Positive language and affirmation 	<ul style="list-style-type: none"> • Mental health and online media and low self-esteem • Media manipulation • Online risks including: predators and online gaming 	<ul style="list-style-type: none"> • Legal drugs and substances • Alcohol • Illegal drugs including the law and classification • How drugs affect the brain 	<ul style="list-style-type: none"> • Effects of the body and mind • Careers and personal happiness 	Roll over 9>10 <ul style="list-style-type: none"> • CPR • First aid:chest pain

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
Assessment †	<p>Teacher Assessment - PEE response to scenario Lesson 2</p> <p>Peer Assessment - extended writing Lesson 6</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response Lesson 7</p>	<p>Peer Assessment - PEEL Paragraph Lesson 3</p> <p>Teacher Assessment - PEE response to scenario Lesson 6</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response Lesson 7</p>	<p>Teacher Assessment - PEE response Lesson 2</p> <p>Peer Assessment - PEEL paragraph on scenario Lesson 3</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral PEEL dilemma extended response Lesson 6</p>	<p>Teacher Assessment - extended writing Lesson 1</p> <p>Peer Assessment - extended writing Lesson 5</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response Lesson 6</p>	<p>Peer Assessment - Lesson 1</p> <p>Teacher Assessment - PEEL response to scenario Lesson 3</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response Lesson 6</p>	<p>Teacher Assessment - PEE response to scenario Lesson</p> <p>Peer Assessment - Lesson</p> <p>End of year assessment - Year 9 exam - RE?</p>	N/A

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
Year 10							
Overall Topic	Being Me in My World	Celebrating Difference	Self worth/ Dreams and goals	Healthy Me/ Teen pregnancy	Relationships and me	Changing society / Careers	Roll over
Enquiry Question	Is managing my online and offline world within my control?	What does equality mean in the UK?	Is success only possible when physical and emotional needs are in balance?	When it comes to health to what extent am I in control?	Is love all you need?	Can all changes be positive in some way?	Do my actions affect others?
RE Content 6 World religions	<ul style="list-style-type: none"> • Alternatives to the afterlife 	<ul style="list-style-type: none"> • Religion, British society and equality 	<ul style="list-style-type: none"> • No religion and humanism 	<ul style="list-style-type: none"> • Religious beliefs entwined throughout - Matters of life and death 	<ul style="list-style-type: none"> • Religion, love and sex 	<ul style="list-style-type: none"> • Religion and careers 	N/A
CE Content	<ul style="list-style-type: none"> • Liberty and safety • Bereavement • Social media • Decision making • Risks 	<ul style="list-style-type: none"> • Careers - do's and don'ts of work • Equality in the UK • Equality in the workplace • Challenging inequality 	<ul style="list-style-type: none"> • What does it mean to be happy? • What are the causes and effects of stress? • How to manage stress? • What does a healthy/unhealthy relationship look like? • Domestic violence 	<ul style="list-style-type: none"> • Finance and pregnancy • Education and teen pregnancy • Young dads • Abortion • Alternatives to abortion 	<ul style="list-style-type: none"> • What makes a happy relationship? • Parenting relationships • Relationship breakdown • Social influences on relationships, e.g. stereotypes, pornography 	<ul style="list-style-type: none"> • Changing society and me • Managing change and decision making • Careers skills • Work experience week-10/07/2023 Just before roll over 	Roll over 10>11 - <ul style="list-style-type: none"> • CPR • First aid: bone, muscle and joint injuries

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
					hy, media, peer perception <ul style="list-style-type: none"> • Friendships and peer support and connectedness • Challenging relationships e.g. DV, coercive relationships, exploitation 		
Assessment	Teacher assessment - write a PEE response that focuses on how to manage grief Lesson 3 Peer assessment - write a PEE response that focuses on risks to online use Lesson 6 Self assessment - write a PEE response that focuses on the	Teacher Assessment - PEE response to scenario Religion, British society and equality Lesson 3 Peer Assessment - Equality in the workplace Lesson 5 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response	Teacher Assessment - PEE response to scenario Lesson Peer Assessment - Lesson End of year assessment - Year 10 exam - RE?	N/A

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
	topic of the afterlife Lesson 1						
Year 11							
Overall Topic	Being Me in My World	Relationships	Big Questions	Dreams and Goals	Healthy Me	Summer exams	Roll over
Enquiry Question	What does it mean to be an adult?	How can I maintain healthy intimate relationships?	What are the issues surrounding crime and punishment?	What are the links between drugs and mental health?	How can science affect family life?	Should relationships, sex and sexual health be discussed more openly?	
RE Content 6 World religions	<ul style="list-style-type: none"> Becoming an adult Bar/Bat mitzvah 	<ul style="list-style-type: none"> The existence of God debate 	<ul style="list-style-type: none"> Religious attitudes to crime and punishment 	<ul style="list-style-type: none"> Religious attitudes to drug abuse and mental health 	<ul style="list-style-type: none"> Religious view towards abortion 	<ul style="list-style-type: none"> 	
CE Content	<ul style="list-style-type: none"> Relationships and the law The law and you Me, the internet and the law Emergency situations 	<ul style="list-style-type: none"> Careers - What does it mean to be proactive? Intimate romantic relationships Gender diversity and sexuality Power in relationships : who holds the cards? 	<ul style="list-style-type: none"> What causes crime and the different types. The aims of punishment What is a young offender? Prison and capital punishment 	<ul style="list-style-type: none"> What are drugs? Legal status and classification of drugs Cannabis debate Issues surrounding social drugs Why do people choose drugs? 	<ul style="list-style-type: none"> Healthy attitudes on sexual relationships Abortion Infertility, IVF, Surrogacy Breast, cervical, Testicular cancer 	<ul style="list-style-type: none"> Relaxation and managing stress Hygiene and health Under pressure Pregnancy and choice Staying safe in sexual relationships 	

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
		<ul style="list-style-type: none"> Honour-based violence, FGM, breast ironing and forced marriage 12/12/2022 P16 Taster Day [Off timetable] 					
Assessment	<p>Teacher Assessment - What does the video show about violent and coercive relationships? "Why doesn't she just leave?" Is it always that straightforward? Why? Lesson 4</p> <p>Peer Assessment - do you think there is a place for equality in religion? In Judaism children become adults in the faith as early as 12, do you think this is too early to have adult</p>	<p>Teacher Assessment - PEE response to scenario - intimate romantic relationships Lesson 2</p> <p>Peer Assessment - Gender diversity Lesson 3</p> <p>Self assessment - Taboo topics Lesson 7</p>	<p>Teacher Assessment - PEE response to scenario Lesson</p> <p>Peer Assessment - Lesson</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response</p>	<p>Teacher Assessment - PEE response to scenario Lesson</p> <p>Peer Assessment - Lesson</p> <p>End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response</p>	<p>Teacher Assessment - PEE response to scenario Lesson</p> <p>Peer Assessment - Lesson</p> <p>End of year assessment - Year 11 exam - RE?</p>	N/A	

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 4 weeks	Roll over 3 weeks
	responsibilities? Why? Lesson 2 End of topic assessment - multiple choice (self/peer assessed) and moral dilemma extended response						

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

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none">· That families are important for children growing up because they can give love, security and stability· The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives· That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care· That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Caring friendships	<ul style="list-style-type: none"> · How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships, including mutual respect, truthfulness, Trustworthiness, loyalty, kindness, generosity, Trust, sharing interests and experiences and support with problems and difficulties · That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right · How to recognise who to Trust and who not to Trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> · The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness

	<ul style="list-style-type: none"> · That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online

Being safe	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g. family, school and/or other sources
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Appendix 3: By the end of secondary school 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 recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
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<p>Respectful relationships, including friendships</p>	<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
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	<ul style="list-style-type: none"> · Not to provide material to others that they would not want shared further and not to share personal material which is sent to them · What to do and where to get support to report material or manage issues online · The impact of viewing harmful content · That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners · That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail · How information and data is generated, collected, shared and used online
Being safe	<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) · 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 4: 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	
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TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.