



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Term of policy: 2 Years

Approved by: LGB 9.5.2023

Date ratified: BoT 25.5.2023

Next Review Date: Spring 2025

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Sources: NGA, The Key

Online location: Policies

Consulted with JCC? Yes ☐ No ☒

Introduction

This policy replaces any previous policy and follows the DfE regulations.

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations, we have carefully considered the impact of this policy on equality. The school will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics, race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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1. Introduction

This policy replaces any previous policy and follows the DfE regulations. In line with the School's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of School life, as far as is appropriate, practical and compatible with giving regard to health and safety and the efficient education of other students. The Tithe Academy Trust understands that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

This policy is based upon the School's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the School community.

2. Definition of RSE

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, exploring issues and values, personal and social skills and exploring topics such as respect for self and others, families, stable relationships, feelings, gender roles, decision-making and accessing appropriate support. RSE is not about the promotion of sexual activity.

3. Aims

RSE, as part of the PSHE education curriculum, is designed to help students to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The RSE curriculum at Rooks Heath School will provide clear progression from what is taught at Primary School in Relationships Education (Appendix 1) and build on this foundation. The School will deliver statutory components of RSE within the PSHE curriculum, as directed by the Department of Education (DfE) and, as students grow up, at the appropriate time, extend teaching to include intimate relationships. In turn, students should be well equipped to make independent, safe and healthy decisions for themselves whilst respecting the right of others to make their own decisions and hold their own beliefs.

The curriculum further aims to protect students by addressing national and local health priorities. In conjunction with student voice, [PSHE Association](#) resources and [Programmes of Study](#) and [Public Health England's Child and Maternal Health](#) (CHIMAT) have also informed curriculum content. CHIMAT provides a snapshot of child health in Harrow and its surrounding boroughs. It is designed to help local services tackle health inequalities in the area. Exploring these inequalities and ways forward means we have a RSE curriculum that is relevant to the needs of our students.

4. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) **compulsory for all students receiving secondary education**. The regulations also make Health Education (HE) compulsory in the Trust. We also have regard to legal duties set out in:

- Sections 403, 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

This policy was also developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and Schools](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)
- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and Schools](#)
- [Promoting fundamental British values as part of SMSC in schools](#)

5. Policy development

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

- Review – a member of staff collated all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents attending PTFA meetings were consulted about the policy. Information and letters were sent to all parents.
- Student consultation – we investigated what students want from RSE through the School Council
- Ratification – once amendments were made, the policy was shared with governors and ratified
- Links with other policies

6. Links with other policies

This policy should be read in conjunction with the following Trust policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information Policy
- Behaviour for Learning Policy
- SEN policy

7. Delivery of RSE

The statutory components of RSE, as set out by the [DfE](#), will be embedded within PSHE to ensure learning takes place within context through a broad and balanced curriculum. The PSHE curriculum sets out learning opportunities for each Key Stage in three themes - Health and Wellbeing, Relationships and Living in the Wider World (see Appendix 3). Using a spiral curriculum, students will revisit themes year on year, building on and extending prior learning.

Core knowledge will be broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities for students to practice applying and embedding new knowledge so that it can be used skillfully and confidently in real life situations.

The lead teacher in Rooks Heath School will work with colleagues in related curriculum areas to ensure RSE and HE programmes complement each other and do not duplicate content covered in National Curriculum subjects such as Science, Computing and PE.

At Key Stage 3, students will build on the knowledge and understanding, skills, attributes and values that they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

Key Stage 4 will be delivered through assemblies and 'drop-down' days and students will continue to explore ways to maintain physical, mental and emotional health and wellbeing and how to manage influences and risks in relation to these. They will look at equality and diversity in relationships, and how to respond to risky or negative situations including abuse. Students will learn about their rights and responsibilities as members of families and as proactive citizens in a diverse community.

The curriculum will be further supported through a whole school approach such as assemblies, form-time activities, 'awareness' days/weeks and the School Cultural Calendar. It will complement and be supported by the Trust's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding and the Trust's broader ethos and approach to developing students socially, morally, spiritually and culturally.

The curriculum on HE will similarly complement, and be supported by, the Trust's education on healthy lifestyles through physical education, food technology, Sciences, extra-curricular activities, Youth Health Champions and School canteen food.

More time may be spent on a particular topic or if deemed necessary, content may be brought forward.

8. Teaching about the law

Students will learn about the different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

This will be referred to in topics, including, for example:

- marriage
- consent, including the age of consent
- domestic violence
- online behaviours including image and information sharing including sexting, youth produced sexual imagery (YPSI), etc.
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- criminal exploitation, including gang involvement or 'county lines' drugs operations
- extremism and radicalisation
- hate crime
- female genital mutilation (FGM)

9. Inclusivity and equality

Topics will be taught in a manner that considers how a diverse range of students will relate to them, is sensitive to all experiences, makes students feel safe and supported and enables them to engage with key messages.

They will learn about these topics in an environment that's appropriate for them, for example in a whole-class setting, small groups or targeted sessions, digital formats and assemblies. Careful consideration will also be given to the level of differentiation needed.

10. Use of resources

RSE teachers are responsible for reviewing resources to ensure they:

- align with the teaching requirements set out in the statutory RSE guidance
- support students in applying their knowledge in different contexts and settings
- are sensitive to students' experiences and backgrounds
- are age-appropriate
- are evidence-based
- fit in with our curriculum plan
- are from credible sources
- are compatible with effective teaching approaches

11. Use of external organisations and materials

The Trust is aware that working with external partners will enhance the delivery of RSE and will support the School to bring in specialist knowledge and implement different ways of engaging with young people.

The School will:

- check that external agencies and materials used are appropriate and in line with our legal duties around political impartiality. They should not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- check the credentials of the visiting organisation and any visitors linked to the agency.
- ensure that the teaching delivered by the visitor fits with the planned programme and the published policy
- work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the School in advance of the session.
- ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy
- ensure that a member of School staff is in the room during any sessions with external speakers
- remind teachers that they can say "no" or, in extreme cases, stop a session.

12. Roles and responsibilities

12.1 The Board of Trustees

The Trustees will:

- monitor the implementation of the policy across the School
- monitor student progress to ensure that students achieve expected outcomes
- ensure that resources are available in such a way that the Trust fulfils its legal obligations.

12.2 The Local Governing Body

The Local Governing Body will ensure:

- all students make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- that the quality of provision is subject to regular and effective self-evaluation
- that the subjects are resourced in a way that ensures that the School can fulfil its legal obligations.

12.3 Headteacher

The Headteacher will ensure that:

- all staff are informed of the policy and the responsibilities included within the policy
- all teachers explore how new pedagogies and technology can be fully utilised to support subjects
- the subjects are staffed and timetabled in a way to ensure the Trust and the School fulfils their legal obligations
- the teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with additional needs

- the School works with parents/carers when planning and delivering RSE to students
- information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

12.4 Staff

All staff will ensure that:

- ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both staff and students can work together in a supportive atmosphere in which all students can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- teaching will take place in the context of an explicit moral framework
- all points of view they may express during the course of teaching RSE are unbiased
- the teaching of RSE is delivered in ways that are accessible to all students with SEND
- the emphasis of teaching RSE will be on the importance and understanding of personal relationships and the right of the individual to make informed choices
- issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE
- where appropriate, they direct students to seek advice and support from an appropriate agency or individual. For example, it is inappropriate for staff to give students personal advice on matters such as contraception
- where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead/Child Safeguarding Team.
- student progress is monitored through internal assessment in conjunction with School Teaching and Learning policies.

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.

12.5 Students

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

12.6. Students with SEND

The Trust is mindful that all children and young people are entitled to an appropriate education as set out in the [SEND code of practice](#). The Trust is also aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their education needs, thus it is even more imperative that these students are equipped with information and strategies through RSE, to safeguard themselves.

For some students, there may be a need to tailor content and teaching to meeting their specific needs. Learning support assistants will also work with individual students where required.

12.7 Parents/Carers

The Trust acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

- All Parents/Carers will be:
- given every opportunity to understand the purpose and content of Relationships Education and RSE
- encouraged to participate in the development of Relationships Education and RSE
- able to discuss any concerns directly with the School.

12.8. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from the non-statutory/non-science components of RSE up to and until three 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 available on the School website and in Appendix 4 and addressed to the Headteacher. The Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the School will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. Where a student is excused from sex education, they will receive appropriate, purposeful education during the period of withdrawal.

After that point, if the child wishes to receive sex education rather than be withdrawn, the School will arrange to provide the child with sex education during one of those terms.

13. Safeguarding, reports of abuse and confidentiality

The School recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role it will have in preventative education.

In our School, we will allow students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead/Child Safeguarding Team. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead/Child Safeguarding Team will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any local issues that may be appropriate to address in lessons, can be explored to raise awareness, reduce risk and signpost support.

Appendix 1: Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The guidance states that, by the end of primary school:

Families and people who care for me	<p>Students should know</p> <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 for them.• 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/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Students should know:</p> <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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Students should know:</p> <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. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Students should know:</p> <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	<p>Students should know:</p> <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 who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

Appendix 2: Relationships and Sex Education in Secondary schools – DfE Guidance 2019

The Trust will continue to develop knowledge on topics specified for primary schools (appendix 1) and in addition, cover the following content by the end of secondary school:

Families	<p>Students should know:</p> <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 and civil partnerships are, including their legal status• e.g., that marriage and civil partnerships carry 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 the raising of children.• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Students should know:</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.• 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.

Online and Media	<p>Students should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • 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 often 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 against the law. • how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).
Intimate and sexual relationships, including sexual health	<p>Students should know:</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 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. • The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

	<ul style="list-style-type: none">• 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:

Rooks Heath RSE in PSHE Curriculum Map						
	Autumn 1 Health and wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health and wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<u>Transition and safety</u> Transition to secondary school and personal safety in and outside school, including first aid	<u>Financial decision making</u> Different types of payments, budgeting, value for money and ethical consumerism	<u>Diversity and relationships</u> Diversity, prejudice, and bullying, stereotypes and equality	<u>Health and puberty</u> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<u>Building relationships</u> Self-worth, romance and friendships (including online) and relationship boundaries	<u>Aspirations</u> Careers, teamwork and enterprise skills, CVs and next steps
Year 8	<u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use	<u>Financial decision making</u> Different types of payments, budgeting, value for money and ethical consumerism	<u>Discrimination</u> Discrimination in all forms, including racism, religious discrimination, disability, sexism, homophobia and transphobia	<u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies	<u>Identity and relationships</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<u>Community and careers</u> Opportunities in careers and life choices, online presence, CVs, and different types and patterns of work
Year 9	<u>Peer influence and substance use</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<u>Digital literacy</u> Online safety, media reliability, and gambling hooks	<u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes, marriage and forced marriage	<u>Healthy lifestyle</u> Diet, exercise, lifestyle balance, healthy choices and first aid	<u>Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<u>Employability skills</u> Employability skills and applying for a job, online presence, CVs and career options

Year 10	<u>Mental health</u> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<u>Financial decision making</u> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<u>Healthy relationships</u> Relationships and sex expectations, myths, pleasure and challenges and the impact of media and pornography	<u>Exploring influence</u> The influence and impact of drugs, gangs, role models and the media	<u>Addressing extremism and radicalisation</u> Communities, belonging and challenging extremism	<u>Work experience</u> Preparation for and evaluation of work experience and readiness for work
Year 11	<u>Building for the future</u> Self-efficacy, stress management, and future opportunities	<u>Next steps</u> Application processes, and skills for further education, employment and career progression	<u>Communication in relationships</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<u>Independence</u> Responsible health choices, and safety in independent context	<u>Families</u> Different families and parental responsibilities, fertility, pregnancy, marriage and changing relationships	

KS4 – Drop-down days/assemblies

Appendix 4: Parent form: withdrawal from sex education within RSE right to withdraw form

(Available online via the School website)

TO BE COMPLETED BY PARENTS			
Name of child		Tutor Group	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education			
<i>Any other information you would like the School to consider</i>			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Date			