

**RAINHAM MARK GRAMMAR SCHOOL****Relationships and Sex Education Policy**

<b>Review Body:</b>	Development & Admissions
<b>Leadership Group Responsibility:</b>	Head of PSHE / Deputy Headteacher - Pastoral
<b>Type of Policy:</b>	Statutory
<b>Reviewed:</b>	April 2021

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**Introduction**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.

**1. Aims**

The following School Aims are particularly relevant to this policy. That the curriculum should:

- Enable our pupils to learn about themselves and the wider world and acquire knowledge, understanding and qualifications which will be of value to them through life.
- Help pupils consider carefully key moral, religious and spiritual aspects of life.
- Prepare pupils to become active, considerate citizens in society and make well-informed choices.
- Involve parents in supporting their child's learning and the aims of the school.
- Promote equal opportunities.

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

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

## **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](#).

## **3. Policy development**

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group collated 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 comment on the policy*
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### ***Equal Opportunities***

We recognise the particular importance of equal opportunities in all work connected with sex education: the school's equal opportunities policy should be borne closely in mind by all involved in the work.

In particular we would like to stress that:

*All pupils will be taught in mixed gender groups within classes so that all genders are better informed about the changes at adolescence and can have more open discussions.*

Lessons will be organised so that pupils will have the opportunity to discuss changing gender roles so that they can be better prepared for permanent adult relationships.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional or qualified external agencies.

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
- › Attitudes and options around pregnancy

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

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

## **7. Roles and responsibilities**

### **7.1 The governing body**

The LGB will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way including remaining objective in discussion
- › 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 headteacher.

Teachers responsible for teaching RSE in the school are:

Head of PSHE: Mr Gareth Price

A range of teachers from a number of subjects.

### **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' / carers' right to withdraw**

Parents/carers 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 3 of this policy and addressed to the headteacher.

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

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

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring Arrangements**

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr Price and SLT in charge of PSHE on an annual basis.

**Appendix 1: Curriculum Map**  
**Relationships and Sex Education Curriculum Map**

**Year 7 (x1 lessons a fortnight)**

<b>Term 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Relationships</b>	<b>Social Media</b>	<b>Health</b>	<b>Values</b>	<b>Healthy Choices</b>	<b>SRE</b>
<ul style="list-style-type: none"> <li>Qualities</li> <li>Dealing with new situations and a new school</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Friendships</li> <li>Online safety</li> </ul>	<ul style="list-style-type: none"> <li>Smoking</li> <li>Alcohol</li> <li>Puberty and changes</li> </ul>	<ul style="list-style-type: none"> <li>British Values</li> <li>Parliament and Laws</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Diet and Nutrition</li> <li>Diet</li> <li>Cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>Contraception</li> <li>Relationships rights and responsibilities</li> <li>Families</li> </ul>
<b>General Curriculum</b>					
<b>Relationships</b>	<b>Social Media/ Online Safety</b>	<b>Health</b>	<b>Values</b>	<b>Healthy Choices</b>	<b>SRE</b>
<b>Computer Science</b> <ul style="list-style-type: none"> <li>Age restrictions</li> <li>Content – how it can be used and shared</li> <li>Disinformation, misinformation and hoaxes</li> <li>Fake websites and scam emails</li> <li>Fraud (online)</li> <li>Password phishing</li> <li>Personal data</li> <li>Persuasive design which keeps ‘users online for longer than they might have</li> </ul>			History – development of the rights of Parliament through study of Magna Carta and the primogeniture system of the Royal family.  Religious Studies – Christian and Muslim values.  Geography of the UK – difference between UK, BI, GB. Regional distinctiveness. (Y7 Term 2)	Geography – Food resources – global calorie consumption, malnutrition (Y9 Term 6)  Geography – India and development – spread of disease in slums (Y7 Term 6)	Geography – Population – Demographic Transition Model inc. reference to contraception and family planning / rights (lack of) of women in other parts of the world (Y8 Term 5)

planned or desired' <ul style="list-style-type: none"> <li>• Dealing with pressure</li> <li>• Mobile money</li> <li>• Privacy settings</li> <li>• Frenemies</li> <li>• Money laundering</li> <li>• Sending explicit images</li> </ul> <b>Maths</b> Designing Pride Flag inspired Art work using Escher Tessellations and Reflected Designs  <b>Geography</b> – ‘Emoticons’ emotional mapping of the school (Y7 Term 1)					
<b>Tutor Time Programme/ Events</b>					
<b>Relationships</b>	<b>Social Media/ Online Safety</b>	<b>Health</b>	<b>Values</b>	<b>Healthy Choices</b>	<b>SRE</b>

**Year 8 (x2 lessons a fortnight)**

Term 1	2	3	4	5	6
Year 8 will also receive a lesson from the Kent Fire and Rescue service about fire safety in the home					
<b>Relationships and Keeping Safe</b>	<b>Drugs</b>	<b>Values</b>	<b>Health</b>	<b>Health</b>	<b>SRE</b>
<ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Self-image</li> <li>• Friends and influence</li> <li>• Staying safe online</li> <li>• Staying safe gangs</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and alcohol and their effects</li> </ul>	<ul style="list-style-type: none"> <li>• British values</li> <li>• Democracy and tolerance</li> <li>• Parliament</li> <li>• Political parties</li> <li>• Extremism and</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy diet food groups</li> <li>• Eating Disorders Bulimia</li> <li>• Eating Disorders Anorexia</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar</li> <li>• Advertising</li> <li>• Body image and the media</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual Identity</li> <li>• Sexual Rights and Responsibilities</li> <li>• Sex Myths</li> <li>• What is consent?</li> </ul>

<ul style="list-style-type: none"> <li>• Police powers stop and search</li> <li>• My Community</li> <li>• Knife Crime</li> </ul>		Racism	<ul style="list-style-type: none"> <li>• Body image</li> </ul>		What is a healthy relationship?
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General Curriculum

Relationships and Keeping Safe	Drugs	Values	Health	SRE
<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• Challenges driven by social media</li> <li>• County lines</li> <li>• Online bullying</li> <li>• Content which incites hate and violence</li> <li>• Fake profiles</li> <li>• Grooming</li> <li>• Live streaming</li> <li>• Use of CEOP website</li> <li>• Unsafe communication</li> <li>• Impact on confidence (including body confidence)</li> <li>• </li> </ul> <p><b>French-</b> relationships with family and friends.</p> <p>Geography of crime / police crime map / designing out crime /Is Rainham a nice place to live? (Y8 Term 1)</p>	<p>Drama - <i>Jekyll &amp; Hyde</i> drugs and controlling relationship</p>	<p>History - The development of the Church of England and state persecution of religious and ethnic groups.</p> <p>The consequences for Britain from the English Civil War and the Act of Union.</p> <p>Religious Studies – Christian and Hindu values.</p> <p>Geography – Communism in China (Y8 Term 5)</p> <p>Geography – Boko Haram Terrorism / extremism in Nigeria (Y11 Term 2)</p> <p>Colonialism and Neo-colonialism (Y11 Term 2)</p>	<p>Food Technology – Nutrition, The Eatwell Guide, portion sizes, micro and macro nutrients, consequences of a poor diet relating to excess fat, sugar, and processed food consumption.</p> <p>Maths: Creating a plan for healthy school lunch based on nutritional information of different foods and the recommended daily allowance of different components of a healthy diet.</p> <p>Geography of Food – malnutrition, obesity, calorie consumption (Y9 Term 6 and Y11 Term4)</p>	<p>English: female agency in <i>Romeo &amp; Juliet</i></p>

Geography - Area Boys, Lagos (Y11 Term 1)				
<b>Tutor Time Programme / Events</b>				
<b>Relationships and Keeping Safe</b>	<b>Drugs</b>	<b>Values</b>	<b>Health</b>	<b>SRE</b>

**Year 9 (x2 lessons a fortnight)**

<b>Term 1</b>	<b>Term 2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Careers</b>	<b>Drugs</b>	<b>Sexuality</b>	<b>SRE</b>	<b>SRE</b>	<b>SRE</b>
<ul style="list-style-type: none"> <li>Fasttomato Careers research</li> <li>Qualifications</li> <li>GCSE Options</li> <li>The world of business</li> <li>Careers adviser intro Miss Jobbins</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol</li> <li>Ketamine</li> <li>Cocaine</li> <li>Cannabis</li> <li>Legal Highs</li> <li>Nitrous Oxide</li> </ul>	<ul style="list-style-type: none"> <li>Sexuality</li> <li>Stereotypes</li> <li>Sexual Prejudice</li> <li>Gender</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Relationship communication</li> <li>Law and Sexual Offences-Rape, Sexual Assault, Assault with Penetration, Sexting</li> </ul>	<ul style="list-style-type: none"> <li>The law and Courts</li> <li>Pornography</li> <li>Sex/body image in the media</li> </ul>	<ul style="list-style-type: none"> <li>STIs</li> <li>Methods of Contraception Condom, Pill, IUD, IUS, Femidom</li> </ul>
<b>General Curriculum</b>					
<b>Careers</b>	<b>Drugs</b>	<b>Sexuality</b>	<b>SRE</b>		
<p><b>Drama:</b> Year 9 - ' playwrights, theatre company and careers in the theatre and the arts</p> <p><b>History</b> - Economic problems/crisis through a study of 1920s and 30s Europe. Hyperinflation and Economic Depression.</p> <p><b>Geography</b> – What is geography? (Y7 Term1)</p> <p><b>Geography</b> options (Y9</p>	<p><b>Biology:</b> the effects of alcohol and substances in cigarettes (e.g. nicotine) on the human body (taught in year 10)</p>	<p><b>Religious Studies:</b> Prejudice and Discrimination (Homophobia). Relationships and Families – types of families, same-sex marriage. Gender issues.</p>	<p>Drama 'DNA' - impact of personal choices on mental health</p> <p><b>Food Technology</b> – Diet through life stages relating to nutritional and energy requirements. Teenagers nutritional requirements, menstruation, growth BMI. Body image and food choices. Consequences of a poor diet in relation to obesity and anorexia.</p> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Pornography (see CEOP)</li> <li>Impact on quality of life, physical and mental health and relationships</li> <li>Online vs. offline behaviours</li> </ul>		



Term 3)			<ul style="list-style-type: none"> <li>• Reputational damage</li> <li>• How to stay safe online when gaming</li> </ul> <p><b>Geography</b> – sex tourism in Mobassa, Kenya (Y9 Term 2) and Jamaica (Y11 Term 3)</p>
<b>Tutor Time Programme / Events</b>			
<b>Careers</b>	<b>Drugs</b>	<b>Mental Health</b>	<b>SRE</b>
VESPA- Various sessions across the year.	Event (Term 6) – Total Insight Theatre ‘My Choice Matters’ seminar	VESPA tasks- specifically those focusing on attitude and resilience. Assemblies on the effects of social media on mental health- The Social Dilemma.	

**Year 10 (x1 lesson a fortnight)**

<b>Term 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Yr 10 will also receive a lesson from the Kent Fire and Rescue service about fire safety.					
<b>SRE</b>	<b>SRE</b>	<b>SRE</b>	<b>Drugs and Law</b>	<b>Mental Health</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>• Consent and law examples</li> <li>• Sex and the Law and some media cases</li> </ul>	<ul style="list-style-type: none"> <li>• STIs Chlamydia, Genital Warts, Genital Herpes, Gonorrhoea, Syphilis, HIV</li> </ul>	<ul style="list-style-type: none"> <li>• Porn and addiction</li> <li>• Revenge porn</li> <li>• Online safety</li> <li>• Parenthood and young parents</li> </ul>	<ul style="list-style-type: none"> <li>• Legal highs</li> <li>• Drug Law</li> <li>• Crime and the law</li> </ul>	<ul style="list-style-type: none"> <li>• What is mental illness?</li> </ul>	<ul style="list-style-type: none"> <li>• KUDOS Careers and Qualifications research</li> <li>• Careers interviews optional with Miss Jobbins</li> </ul>
<b>General Curriculum</b>					
<b>SRE</b>			<b>Drugs and Law</b>	<b>Mental Health</b>	<b>Careers</b>
<p><b>English:</b> coercive control in <i>My Last Duchess</i></p> <p><b>History</b> – A study of the development of Medicine examines treatments and opinions around STIs</p>			<p><b>Business and Economics</b> – overview on legislation that affects consumers and</p>	<p><b>Geography</b> – link between mental health and green spaces in Medway (Y13 Term 4)</p>	<p><b>Business</b> – in depth study of Human Resources, linking to recruitment and selection.</p>

<p>Biology: The causes, symptoms, treatment and methods of prevention of Gonorrhoea and HIV/AIDS diseases.</p> <p><b>Biology:</b> fertilisation, the menstrual cycle, explaining and evaluating different methods of contraception and methods of fertility treatment (taught in year 11)</p> <p><b>Geography</b> – sex tourism in Mobassa, Kenya (Y9 Term 2) and Jamaica (Y11 Term 3)</p>	<p>businesses e.g. Discrimination, Consumer law.</p> <p><b>Religious Studies:</b> Crime and Punishment, Human Rights and Social Justice, Peace and Conflict (Terrorism and violent protest).</p> <p><b>Ethics and Values:</b> British values, rule of law, living in communities. Geography of crime / police crime map / designing out crime /Is Rainham a nice place to live? (Y8 Term 1)</p> <p>Geography - Area Boys, Lagos (Y11 Term 1)</p>		
<b>Tutor Time Programme / Events</b>			
<b>SRE</b>	<b>Drugs and Law</b>	<b>Mental Health</b>	<b>Careers</b>
<p>Assembly – contradictions</p>	<p>Event (Term 6) – Total Insight Theatre ‘My Choice Matters’ seminar</p>	<p>Term 2 – Goal orientation discussion Term 4 – time management discussion Assembly – self-talk Assembly – Lord of the Rings ‘resilience’</p>	<p>Term 6 - Year 10 CV Challenge</p>

**Year 11 (x1 lesson a fortnight)**

Term 1	2	3	4	5
Year 11 will also receive a lesson from the Kent Fire and Rescue service about road safety. Another lesson will be taken by NCS and will focus on team building in independence.				
<b>Careers</b>	<b>Careers</b>	<b>Careers</b>	<b>Careers</b>	
<ul style="list-style-type: none"> <li>• What is next? Post 16 Options our choices</li> <li>• CV</li> <li>• Application forms</li> <li>• Careers adviser drop in Miss Jobbins</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications A Levels, BTECS and Vocational</li> <li>• Applications to 6<sup>th</sup> form</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews and preparation</li> <li>• Apprenticeships</li> <li>• Applications for colleges</li> </ul>	<ul style="list-style-type: none"> <li>• University and degrees</li> <li>• Work experience</li> </ul>	<ul style="list-style-type: none"> <li>• World of Work-regulations, pay, tax and bank accounts</li> <li>• Job hunting</li> </ul>
General Curriculum				
<b>Careers</b>				
<p><b>MFL</b> – Chapter on the World of Work  <b>Business</b> – in depth study of Human Resources, linking to recruitment and selection.  <b>Geography</b> – UK economy e.g. importance of the UK finance industry, new infrastructure developments e.g. HS2, Crossrail, Liverpool port; BREXIT            Nigerian economy e.g. oil, Shell and Unilever, EkoAtlantic development            (Year 11 Term 3/4)</p>				
<b>Tutor Time Programme / Events</b>				
<b>Careers</b>				

**Year 12 /13 (x1 lesson a fortnight)**

Term 1-6 Year 12	Term 1-5 Year 13	
Y12/13 have an assembly from the sexual health nurses		
<b>Careers</b>	<b>SRE/Drugs</b>	<b>Careers and Finance</b>
<ul style="list-style-type: none"> <li>• University or apprenticeship?</li> <li>• UCAS/Apprenticeships research</li> <li>• Case studies</li> <li>• CVs and applications</li> <li>• Work experience</li> <li>• Preparation for post 18</li> </ul>	<ul style="list-style-type: none"> <li>• Safety away from home Sexual Assault/ Rape cases on campus</li> <li>• STIs and risky sexual behaviour</li> <li>• Drugs Legal highs (Mamba) and Cannabis and the law</li> </ul>	<ul style="list-style-type: none"> <li>• Course research</li> <li>• Personal statements</li> <li>• UCAS application form</li> <li>• Interviews and interview preparation</li> <li>• Interviews for courses and jobs typical questions</li> <li>• Selection process tests and group interviews Proctor and Gamble</li> <li>• Finance for University</li> </ul>

<p>Application Days</p> <ul style="list-style-type: none"> <li>• Mock Interviews and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Extremism and extremist groups case study and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Application for SFE</li> <li>• Accommodation choices</li> <li>• Credit cards and Bank accounts</li> <li>• Budgets and expenditure</li> </ul>
General Curriculum		
SRE	Drugs and Law	Careers / Finance
<p><b>Drama:</b> Woyzeck' by Georg Buchner - examination of consent and mental health.</p> <p><b>English Lit:</b> toxic attitudes towards female sexuality; domestic abuse; rape and consent.</p> <p><b>Sociology:</b> branches of feminism; gender difference sin educational outcome; relationship of identity to gender and sexuality; socialisation process; stratification and life chances by gender; distribution of crime by gender; global crimes (e.g., people trafficking); stereotypical media representations of crime</p> <p><b>Religious Studies/Pre-U:</b> Feminist ethics, ethical theory and applied ethics (e.g abortion), personhood, sexual ethics.</p> <p><b>Film Studies:</b> Gender and sexual relationships in Under The Skin including attitudes to female sexuality; representation of gender in all study films; sexual politics in Vertigo and historical context of female gender roles in 1950s; Fascism in Franco's Spain and representation of gender in Pan's Labyrinth; Religious extremism and Islamism in Timbuktu and historical context.</p>	<p><b>Sociology:</b> Crime and Deviance topic (social distribution of crime; globalisation and crime; human rights and state crimes; crime control and surveillance). Business and Economics – overview on legislation that affects consumers and businesses e.g. Discrimination, Consumer law</p> <p><b>History -</b> Study of extremist groups and their behaviour through the actions of Catholics and Puritans in the 16<sup>th</sup> Century and the Fascist and Communist movements in the 20<sup>th</sup> Century ending to the Holocaust.</p> <p>Biology: The causes, symptoms, treatment and methods of prevention of HIV/AIDS.</p> <p><b>Religious Studies/Pre-U:</b> Religious law, law and conscience, applied ethics (e.g. business ethics), ethical theory on justice.</p> <p><b>Film Studies:</b> Drug culture and poverty in Trainspotting in social</p>	<p><b>Business</b> – in depth study of Human Resources, linking to recruitment and selection.</p>

<p><b>Psychology:</b> Gender bias and cultural bias in psychology including feminist perspectives; attachment and relationships; mental disorders and their treatment (depression, schizophrenia, OCD and phobias); Humanistic approach to mental well-being; aggression and gender.</p> <p><b>Geography – Changing Places –</b> crime, deprivation (Y12 Term 3&amp;4)</p> <p><b>Health geography –</b> communicable and non-communicable diseases; health and environment e.g. asthma, lung disease, cataracts, skin cancer. Covid-19.</p>	<p>context</p> <p><b>Psychology:</b> how drugs affect the brain and the biology and psychology of addiction;</p>	
Tutor Time Programme / Events		
<b>SRE</b>	<b>Drugs and Law</b>	<b>Careers / Finance</b>
<p>Assembly with NHS sexual health staff (Clover St.) including voluntary chlamydia screening.</p>	<p>Guest speakers to discuss BAME issues, county-lines gangs etc.</p>	<ul style="list-style-type: none"> <li>• Post-18 Options Days (Y12 Term 6) – used to inform Y12 about the UCAS and apprenticeship application processes. Guest speakers and alumni invited to give talks on a range of career options and conduct mock-interviews.</li> <li>• Trip to UCAS exhibition in Y12 (SJ).</li> <li>• University summer schools, work experience opportunities and apprenticeship positions advertised to students via Teams/email.</li> <li>• Medical Society (JAW) to help students in their search for work experience and preparation for the application process.</li> <li>• Several Oxbridge talks from mid Y12-early Y13, provided by our link college (Queens’ College Cambridge), discussing the benefits of Oxbridge, the application process and interview advice. Supplemented by HOY support.</li> <li>• Personal statement writing session at the start of Y13, supplemented with guidance and support from HOY/FTs in assemblies and tutor time, as well as online resources from George Teaches.</li> <li>• Academic progress supported through assembly/tutor time VESPA</li> </ul>

		<p>programme (AL Mindset) and Elevate online materials. Elevate also provide a revision advice session in school at the beginning of Y13.</p> <ul style="list-style-type: none"><li>• Enrichment programme encourages volunteering and work experience. It also enables students to take part in a research project and provides public speaking experience. These skills can then be used as evidence for competency-based apprenticeship applications.</li></ul>
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## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

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

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