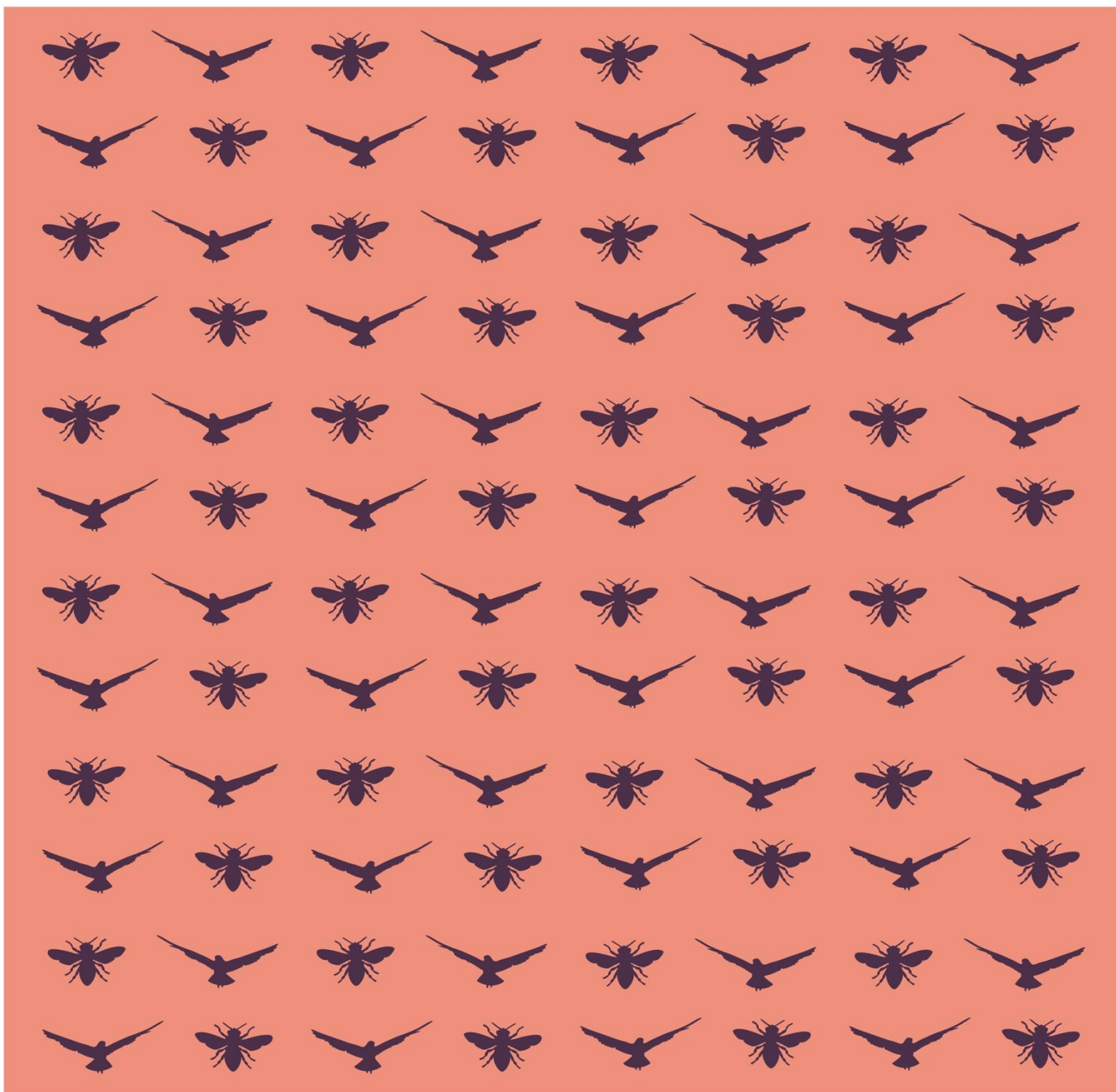


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### Contained within this document:

Full guidance of the delivery of RSE in Nova secondary schools



# Relationships and Sex Education Policy (Secondary)



## Policy/Procedure management log

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## 1. Introduction

At Nova Education Trust we, along with all of our academies, are aware 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 covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

This policy outlines how we teach RSE at *The Garibaldi School*.

## 2. Aims

Nova Education Trust acknowledges that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their

self-efficacy. All of our academies understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

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

At The Garibaldi School, Personal Development is at the heart of everything we do for our students. All resources, lessons and information is carefully selected so that our students get the best education. Where possible, qualified external agencies are used to support our curriculum delivery. For SRE, we use Sexions to uplift our Personal Development programme and bring the curriculum to life.

### 3. Statutory Guidance

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 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

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support pupils by offering these subjects.

### 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 member of staff or 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 review the policy and withdraw their child from SRE, after a meeting with the headteacher (Mr Aldred) and the Head of Department (Albany Bleasdale). At this point, parents/ carers will be shown any lessons and resources that they would like, making a fully informed decision about their child's education.
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

## 5.

## 6. Definitions

### 5.1 Relationship and Sex Education

- 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.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity, but to provide students with the knowledge they need to make educated and healthy decisions throughout their lives.

### 5.2 Physical Health and Mental Wellbeing

- Health Education is about pupils developing an awareness of the changes happening to them during puberty.
- Health education will raise awareness within all pupils about menstruation.
- As a Trust we will support our female pupils who experience period poverty.

## 7. Curriculum

Our RSE curriculum contents 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and to the best of their ability so that pupils are fully informed.

## 8. Delivery of RSE

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust and schools level policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, wellbeing and safeguarding.

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At The Garibaldi School, RSE is taught within the Personal Development education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), Physical Education (PE) and Computing (for example, Online Safety).

RSE is delivered by mentors. The role of the mentor is crucial to each student, and will undoubtedly form strong working relationships with our students. Thus, they are the best people to deliver a sensitive curriculum with the knowledge of the student as a whole. On top of this, the Head of Department for Personal Development (Albany Bleasdale) arranges for experts to visit The Garibaldi School to support the delivery of RSE and support our staff with its importance. This ensures the high-quality provision that we provide our students with here at The Garibaldi School.

All students/ needs will be considered throughout the whole school curriculum. The Head of Personal Development (Albany Bleasdale) works closely with the Heads of Year, the Safeguarding Team and the Student Support Team to ensure that the Personal Development curriculum is accessible to all students, regardless of their needs. In some cases, where necessary, some students will receive additional support from our Student Support Team to ensure that students can access the whole curriculum, giving greater opportunities to address any misconceptions and make our students aware of their own personal rights.

Our current curriculum for RSE is:

- **Year 7 (Delivered in HT1):** Healthy relationships, private parts of the body, friendships, staying safe online, family dynamics, relationship breakdown, child-on-child abuse
- **Year 8 (Delivered in HT3):** Teenage family life, romantic relationships, sexuality and diverse relationships, marriage, contraception, male circumcision, consent, STIs (including HIV/ AIDS), Intimacy without sex, Body changes
- **Year 9 (Delivered in HT2):** Risks involved in sexual relationships, consent, HIV and AIDS, Female Genital Mutilation, LGBTQ+, marriage breakdown, domestic abuse, Sex in the Media, Porn and Real-life Expectations, Consequences of Unplanned Pregnancy
- **Year 10 (Delivered in HT2):** Child Sexual Exploitation and coercion, Female Genital Mutilation, sexting and the law, different types of contraception, different STIs and their effects, teen pregnancy (including healthy pregnancy), Child-on-child abuse, Porn in the Media
- **Year 11 (Delivered in HT2):** Healthy and Unhealthy Relationships, Sexual Health (recap) and contraception (including emergency contraception and abortion), Female Genital Mutilation, Peer-on-peer abuse, Consent, Legally recognised marriages and Sexual assault
- **Sixth Form (Delivered in HT2):** Consent, STIs and contraception (including emergency contraception and abortion), the life changes involved in having children, sex and the law for 18 year old students, sexting, sex and the importance of age, pornography vs. real-life sex, Female Genital Mutilation (including breast ironing), Legally Recognised Marriages

## 9. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported

- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 9.1 Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

All of our schools aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching materials to meet the specific needs of children at different development stages.

## 9.2 Sexual Identity and Orientation

We aim to deal sensitively and honestly with issues of sexual identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the scheme of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

## 9.3 Ethnic and Cultural sensitivities

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed group. We will respond to parental requests and concerns on an individual by individual basis.

## 9.4 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 10. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 11. Roles and Responsibilities (including monitoring)

### 10.1 The Local Governing Body

The Local Governing Body will ensure:

- All pupils 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 the Academy can fulfil its legal obligations.
- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

## 10.2 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 Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

## 10.3 Staff

Staff are responsible for:

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

The delivery of the Personal Development curriculum (and thus RSE) is conducted by mentors at The Garibaldi School. We take a whole-school approach to Personal Development. Therefore, Heads of Year also support the delivery and consistency of the Personal Development programme. The Personal Development Curriculum is resourced and overseen by the Personal Development Leadership Team:

Rebecca Moors- SLT Lead for Personal Development  
 Albany Bleasdale- Head of Department for Personal Development  
 Emily Watts- Second in Department for Personal Development

To view all of our mentors who deliver the Personal Development Curriculum, please visit:

<https://www.garibaldischool.co.uk/page.php?i=11>

When managing difficult conversations or questions:

- Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.

- Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.
- All schools will need to ensure that all staff delivering RSE have received appropriate CPD including knowledge of the law.
- Teachers will act on any safeguarding concerns / disclosures as a result of the learning with the Designated Safeguarding Lead. This will be dealt with in the same way as any other disclosure made. Please refer to the Safeguarding Policy for further information.

#### **11.4 Pupils**

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

#### **10.5 Parents/Carers**

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person 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 Academy.

### **12. Parents right to withdraw**

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the 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 school work will be given to pupils who are withdrawn from sex education.

### **13. 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.

### **14. Links with other policies**

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

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy

- E-Safety Policy
- Equality Information
- Wellbeing policy for pupils

## Appendix 1: 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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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 2: Curriculum map

Subject: Personal Development Date of Review: 2023-2024

	Autumn Term 1 (6 weeks, 4 <sup>th</sup> Sept-20 <sup>th</sup> Oct)	Autumn Term 2 (6 weeks, 6 <sup>th</sup> Nov-15 <sup>th</sup> Dec)	Spring Term 1 (5 weeks, 8 <sup>th</sup> Jan-9 <sup>th</sup> Feb)	Spring Term 2 (6 weeks, 19 <sup>th</sup> Feb-20 <sup>th</sup> Mar)	Summer Term 1 (6 weeks, 12 <sup>th</sup> Apr-26 <sup>th</sup> May)	Summer Term 2 (6 weeks, 1 <sup>st</sup> June-25 <sup>th</sup> July)
Y7	<b>Relationships</b> 1. Making Friends & reconciliation 2. Bullying, Impact, Support 3. Child-on-Child abuse - online (where to go) 4. Cyber-bullying, Staying safe online, Media Influences 5. Gangs & weapons, pressures, exit strategies 6. How to stand up for yourself 7. Mental Health & managing strong feelings	<b>Fundamental British Values</b> 1. What are the British Values? 2. <b>Individual Liberty:</b> Opinions & Your Say 3. <b>Rule of Law:</b> Lying, Cheating, Stealing 4. <b>Mutual Respect &amp; Tolerance:</b> Society & Local Community 5. Voluntary Groups 6. Importance of looking after our environment 7. <b>Democracy:</b> Global Environmental Issues- how can we resolve them? (Student Voice Project, <b>Democratic voting</b> )	<b>Family Dynamics</b> 1. The concept of Family, roles & responsibilities of family members 2. Family Pressures & Family Conflict 3. Loss in the Family 4. Changing Lives, <b>parental divorce</b> (where to go) 5. Private Body Parts	<b>Diversity</b> 1. Respecting Others & Consent 2. Disability Awareness 3. Different Lifestyles, LGBT+ 4. Multicultural UK & employment stereotypes 5. UnFrog: Disabilities 6. Helping others: How to cope in an Emergency	<b>Health and Hygiene</b> 1. Keeping Healthy: Jan-care & vaccines) & Happy 2. Sleep & good routine 3. Dental Hygiene, prevent infection 4. Personal Hygiene 5. Understanding the effects of Drugs, Alcohol, Smoking, Vaping 6. Menstruation and Fertility (In-school period support) <b>DROP-DOWN Day</b> Safety (road, first aid, water, fire, internet)	<b>Career Development</b> 1. CV and employment Skills 2. Intro to Unifrog Courses & Careers 3. UnFrog Career Exploration + course 4. UnFrog Course Exploration 5. Presentation of Findings 6. Professional Presentation online 7. <b>Cyber-crime, Online Scams, where to report, &amp; emotions around money</b>
Y8	<b>Future Goals</b> 1. New School Year Targets with Action Plan 2. Hopes for the Future & life-long learning 3. Part-time Jobs, volunteering, self-employment 4. Writing a C.V. 5. Work-Life Balance 6. Concentration Strategies & online activity 7. Responding to set-backs and disappointment	<b>Health &amp; Wellbeing</b> 1. First Aid- Intro, Shock, Bleeding 2. First Aid- Choking, CPR 3. Drugs, the Law & safe use of prescribed drugs 4. The Effect of Drugs 5. The Impact of Smoking, Vaping 6. Physical Activity, Mindfulness 7. Mental Health & Managing strong feelings 8. Healthy Eating, Disorders 9. Impact of unhealthy eating	<b>Relationships</b> 1. Teenage Family Life 2. Dealing with Death 3. Romantic Relationships, Sexuality & diverse relationships, <b>online</b> 4. Child-on-Child abuse: Keeping Safe, what good friends should do 5. Marriage & Law, Civil Partnerships, etc. children	<b>Sexual Health &amp; Wellbeing</b> 1. Consent, STIs 2. HIV and AIDS: Implications & stigma 3. Male Circumcision 4. High Risk Behaviours & Intimacy without Sex, Pleasure 5. Contraception, where to go for advice 6. Body Changes and emotional changes	<b>Body Image</b> 1. Appearance ideals & Barish Body Talk 2. Appearance & the Media 3. Confirms Body Shaming & Influences on Eating 4. Change Appearance Attitudes 5. Safeguarding, <b>Self-Harming</b> 6. When things go wrong online (where to go) 7. <b>Body Image</b>	<b>Fundamental British Values</b> 1. <b>Individual Liberty:</b> Human Rights, employment 2. <b>Law:</b> Anti-Social Behaviour, <b>online</b> 3. <b>Mutual Respect &amp; Tolerance of all:</b> Discrimination, Racism & its Impact 4. <b>Rule of Law:</b> Sentences, Homophobia, Biphobia, Transphobia, inclusion 5. <b>Challenging:</b> Prejudice 6. <b>Democracy:</b> <b>online</b> 7. <b>Money:</b> Positive & Negative of online presentation (are people really who they say they are?) <b>Dropdown Day</b>
Y9	<b>Development &amp; the Workplace</b> 1. Moving Forward & Target Setting, Which Job? 2. Enterprise 3. Career Planning & Managing Emotions in full-time employment 4. Technology in the Workplace 5. Unemployment & INPACT <b>Sex and Relationships</b> 6. Sex in the Media, Porn & real-life expectations 7. Sex: Risks, contraception (emergency contraception) <b>Seasons Visit</b>	<b>Sexual Relationships</b> 1. Consequences of Unintended Pregnancy & where to go for help 2. Sexuality: LGBT & the Law 3. Marriage Breakdown 4. Domestic Abuse & Law 5. Child-on-child abuse & Consent, <b>online</b> 6. <b>Law:</b> online, no pressure & consent 7. Female Genital Mutilation, Consent	<b>Fundamental British Values</b> 1. <b>Morals and moral compass, Trust</b> 2. <b>Right vs. wrong (sharing sexual images without consent, managing pressure, &amp; Law)</b> 3. <b>Values and commitments</b> 4. <b>Democracy</b> 5. <b>Extremist Views &amp; Radicalisation</b>	<b>Health &amp; Wellbeing</b> 1. Mental Health & Dealing with Depression 2. Homelessness & Mental Health 3. Self-examination (testicular cancer, breast cancer) 4. The Effects of Alcohol (Body & emotions), peer-pressure 5. Alcohol knowing your limits, Health: importance of Vaccines 6. LGBT & Mental Health & Online mental health	<b>Work Skills &amp; Finance</b> 1. Problem Solving Skills 2. Routes into Work 3. SBTs for the Workplace 4. Personal skills 5. Personal branding 6. Media Reputation <b>Dropdown Day</b> <b>Dropdown Day</b> (online presentation) (are people really who they say they are?)	<b>Personal Finance</b> 1. Mortgages and Rent 2. University, loans and Apprenticeships 3. Effective Budgeting 4. Payday Loans, Loan Sharks & recognizing financial exploitation 5. Savings, Opportunities & Emotions 6. Loans vs. Essentials, Influence of Financial Decisions 7. Gambling: risks & addiction

Y10	<b>Preparation for WEX</b> 1. Workplace Experiences & reliable digital content 2. Workplace: Behaviour, on-time opportunities, stereotypes, Equality Act 3. Safety Measures & Choosing a Placement 4. Writing a Formal WEX Letter 5. Writing a Formal WEX Letter 6. Phone Calls to Employers <b>Sexual Relationships &amp; Risk</b> 7. Porn in the Media <b>Seasons Visit (Assessing sexual health services)</b>	<b>Sexual Relationships &amp; the Risk</b> 1. Child Sexual Exploitation & coercion 2. Sexing & images, <b>the Law</b> and the Media 3. Consent (& readiness for <b>sex</b> ) & <b>the Law</b> & Peer-on-peer abuse (up-kissing) 4. Different Types of Contraception 5. Emergency contraception, abortion, where to go for help 6. Different STIs & Effects (where to go) & Sexual Health Services 7. Teen Pregnancy (where to go & <b>Equal by Act</b> ) 8. <b>Health</b> pregnancy & support for young parenthood 9. FGM (where to report to) & Abusive Relationships & <b>Law</b> <b>DROP-DOWN Day</b>	<b>Sexual Relationships Cont.</b> 10. Different Types of Intimacy ( <b>online</b> ) <b>Fundamental British Values</b> 1. <b>Democracy</b> & Democracy compared to other forms of good globally 2. <b>Individual Liberty &amp; Freedom:</b> multi-cultural & multi-faith 3. <b>Mutual Respect &amp; Tolerance:</b> What is Discrimination? Identifying, reporting <b>discrimination &amp; its equality</b> in workplace 4. Diverse Sexuality, Cultures & Beliefs, own values, decisions, <b>Forced marriage &amp; honour-based violence &amp; Law</b>	<b>First Aid</b> 1. Sprains, Asthma & Allergies 2. Causes & Treatments of Shock 3. Treating Cuts & Bleeds 4. Recovery Position (practical) 5. Choking (practical) 6. CPR (practical)	<b>Health Issues</b> 1. Healthy Eating, Exercise & Artificial Body Shapes in Media 2. Effects of Alcohol & Drugs (on career), <b>Law</b> & NHS 3. Gambler's Fallacy & Risky Situations, (Age, Gamble) 4. Smoking & Vaping implications 5. Addition (where to go) & Dental hygiene 6. Extremism, Hate, Online Targeted Personalisation 7. Students out on WEX <b>WEX Week!</b>	<b>Financial Capabilities</b> 1. Enterprise 2. Managing Money Effectively & Influences 3. Financial Risk, Reward & Exploitation (B where to go) 4. Saving & Borrowing 5. Types of Employment & Labour Market Info 6. Workplace: Health & Safety, Confidentiality, Exploitation & Money Concerns (where to go) 7. Benefits of Physical Activity & work-life Balance, <b>mental health</b> & Online Balance
Y11	<b>Careers</b> 1. Personal Data in <b>recruitment</b> 2. Taking opportunities for educational/work 3. WEX Reflection & What Do I Want to Do? 4. Mocks & Mental Health (managing mental health) 5. Revision Strategies & Resilience 5. The Ideal Candidate & Enhancing Online Reputation 6. CV Writing & Online Content Opportunities (Vlogging, Blogging, trip advisor) <b>Relationships &amp; Mental Health</b> 1. Healthy & unhealthy relationships (where to go & managing strong emotions), <b>Stalking &amp; Harassment &amp; Law</b> , <b>Consent</b> , <b>Self-harm</b> , <b>exploitation</b> (where to go) 2. Mental Health, Self-harm & helping Peers 3. <b>1-3 Ideas &amp; Careers Bagline</b> <b>DROP-DOWN Day</b> <b>Seasons Visit</b>	<b>WEX 2<sup>nd</sup> November 2023- All cohort out- WNC/ TGS E* term/ <b>Weeks</b></b>	<b>Healthy Lifestyles</b> 1. Legal Rights (where to go) 2. Drugs, the Law, Drug-Taking (where to go) & impact on sexual choices 3. Dealing with Alcohol (where to go), Smoking & Cancer Awareness & Prevention, screening & self-examination (where to go) 4. Teen Pregnancy (where to go) 5. Domestic Abuse (where to go) & Online Relationships	<b>First Aid</b> 1. First Aid as First: Helping Others/ Responsibility to protect life 2. Treating Shock & Bleeding 3. The Recovery Position 4. Choking 5. CPR & Blood, Organ & Sternal donation	<b>Fundamental British Values</b> 1. <b>FEW-LAW:</b> Consent, the Law Legally Recognised Marriages 2. <b>FEW-Individual Liberty:</b> Relationships, Gambling, Satis 3. <b>FEW-Mutual Respect:</b> Domestic Abuse & Online Relationships 4. <b>FEW-Democracy:</b> Democracy in Britain (this unit considers the impact of curriculum disruption)	<b>Assembly creation and Development Times topics</b> <b>Coming with Exam Stress</b> 1. Talking Times: little and often 2. Priorities 3. Healthy Diet & Artificial Body Shapes 4. Choking 5. Revision TT & Revision Strategies 6. Career progression, <b>negotiating</b> education & employment
Y12	<b>Care Theme: Health &amp; Wellbeing</b> Health and Wellbeing • Immunization and Vaccination • Tooth Decay and Dental Health • Eating Habits • Eating Disorders • Stress - how to manage it • Healthy Eating and cholesterol	<b>Care Theme: Health &amp; Wellbeing</b> H14 H15 H16 <b>Care Theme: Relationships</b> Drugs and Risk Education • Drugs and their Classifications • Drugs and their Effects • Drugs Through Videos • LSD Drugs Education • MDMA Ecstasy - Drugs Ed • SFCE - Synthetic Cannabis needs	<b>Care Theme: Living in the Wider World</b> R2 R3 R6 R23 R20 R24 <b>Sixth Form Careers</b> • Writing a Personal Statement • CV Writing • Post 18 Options • Planning for the future • Personal Branding • Making Applications • Interview Preparation	<b>Care Theme: Health &amp; Wellbeing</b> H1 H4 H5 H6 H7 H8 H13 H14 <b>Care Theme: Relationships</b> Health, Safety and Diversity • LGBT (Equality in the UK) • <b>Task: Masculinity (Peer Pressure + Influence Intimid)</b> • Dealing with my anger • What is Cancer	<b>Care Theme: Health &amp; Wellbeing</b> H1 H4 H5 H6 H7 H8 H13 H14 <b>Positive Wellbeing</b> • Dealing with Depression • Stress, Anxieties and Performance • Dealing with anxiety • Paranoia, Fear and Anxiety • Sleep, Hygiene + Mental Health	<b>Care Theme: Living in the Wider World</b> L3 L4 L8 L12 L24 <b>Personal Finance</b> • Trade Unions - roles • UK Tax System Explained • Mobile Banking, Building Societies and Money • PMS + FEO Types of Employment • Different Types of Debt • Multiple Income Sources + State Benefit System

		<ul style="list-style-type: none"> <li>• Drugs - Alcohol and Society</li> <li>• Substance Misuse</li> </ul> <p><a href="#">Sessions Vult (Year 12 &amp; 13)</a></p> <ul style="list-style-type: none"> <li>• STI/STDs</li> <li>• Accessing sexual health testing services</li> <li>• C-Card provision/Risk prevention</li> <li>• Healthy relationships</li> <li>• Sexual Intercourse and the law</li> </ul>	L1 L3	<p><a href="#">NTU 1- What can Universities do for you?</a></p>	L1 L3 R06 R07 R08 R17	<ul style="list-style-type: none"> <li>• Stem Cell Research + Medical Ethics</li> <li>• Why not to carry a foetus</li> </ul> <p><a href="#">Head Safety Awareness Visit (Year 12 &amp; Year 13)</a></p> <p><a href="#">NTU 2- Researching Your Course</a></p> <p><a href="#">Sessions Vult (Year 12 &amp; 13) Drop-in</a></p> <p><a href="#">First Aid Workshop by British Red Cross</a></p>	L3 L3 L2 L4 L5 L6 L7	<ul style="list-style-type: none"> <li>• Promoting Emotional Wellbeing and Growing Up</li> <li>• Resilience and Growing Up</li> </ul> <p><a href="#">NTU 3- The UCAS Process</a></p> <p><a href="#">Balance Aspirations Week and Exercise</a></p>	R06 R17 R18	<ul style="list-style-type: none"> <li>• Understanding Insurance</li> </ul> <p><a href="#">Sessions Vult (Year 12 &amp; 13) Drop-in</a></p>
H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14	<p><b>Core Theme: Health &amp; Wellbeing</b></p> <p><b>Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Improving Body Image</li> <li>• Causes of Mental Health</li> <li>• Looking after Health and Wellbeing</li> <li>• Stress - Life Events Sleep &amp; Exercise</li> <li>• Stress - Balancing Stress and Relaxation</li> <li>• Physical Health &amp; Wellbeing</li> </ul>	<p><b>Core Theme: Relationships</b></p> <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Fertility - what impacts it</li> <li>• Alcohol, Parties and Bad Choices</li> <li>• Importance of Sexual Health</li> <li>• Reversing Contraception</li> <li>• Porn and its Impact on Society</li> <li>• Respect Love and Relationships</li> <li>• Reversing STI's</li> <li>• Menstrual Challenging</li> </ul>	H10 H18 H20 H21 H22 H23 H24 H25 H26 H28	<p><b>Core Theme: Living in the Wider World</b></p> <p><b>Personal Finance</b></p> <ul style="list-style-type: none"> <li>• Inflation, Money and Careers</li> <li>• Value for Money &amp; Making More</li> <li>• Going Abroad &amp; Understanding Foreign Currency</li> <li>• Managing a Household Budget</li> <li>• Payment Methods Used in the UK</li> <li>• Borrowing Money and the Risks (Debt)</li> <li>• Foreign Exchange Rates</li> </ul> <p><a href="#">NTU 1- Student Finance and Budgeting</a></p> <p><a href="#">UCAS Deadline: Wednesday 25<sup>th</sup> January 2022</a></p> <p><a href="#">Employer Engagement Day - Mansfield District Council</a></p>	H14 H21 H22 H23 H24 H11 H15 H24 H1 H2 R06 R17 R18 H17	<p><b>Core Theme: Health &amp; Wellbeing</b></p> <p><b>Crime and Risk Education</b></p> <ul style="list-style-type: none"> <li>• Drugs - Cannabis Products</li> <li>• Drugs - New Psychoactive Substances (Old Legal Highs)</li> <li>• Drugs - Synthetic and Nitrous Oxide</li> <li>• Drugs and their Classifications</li> <li>• Drugs and the War on Drugs</li> <li>• Crack Cocaine - Drugs Ed</li> <li>• HEROIN - Drugs Ed</li> <li>• GHB - Drugs Ed</li> </ul> <p><a href="#">Head Safety Awareness Visit (Year 12 &amp; Year 13)</a></p> <p><a href="#">Proposed Cooline Class: 09/04/2022 on Basille</a></p> <p><a href="#">Sessions Vult (Year 12 &amp; 13) Drop-in</a></p> <p><a href="#">First Aid Workshop by British Red Cross</a></p>	<p><b>Exam Preparation Unit</b></p> <p>w/c 17<sup>th</sup> April</p> <p><b>Core Theme: Health &amp; Wellbeing</b></p> <p>Exam stress and relaxation</p> <p>w/c 24<sup>th</sup> April</p> <p>w/c 1<sup>st</sup> May</p> <p>w/c 8<sup>th</sup> May</p> <p>w/c 15<sup>th</sup> May - exams commence</p>	<p><b>Exam Preparation/End of Year</b></p> <p>Self-service of:</p> <p>Destinations weekly drop-in and by appointment (SH and BW)</p> <p><a href="#">Sessions Vult (Year 12 &amp; 13) Drop-in</a></p> <p>Exam Skills Drop-in</p> <p>Destination transition</p>		
V13										

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

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