

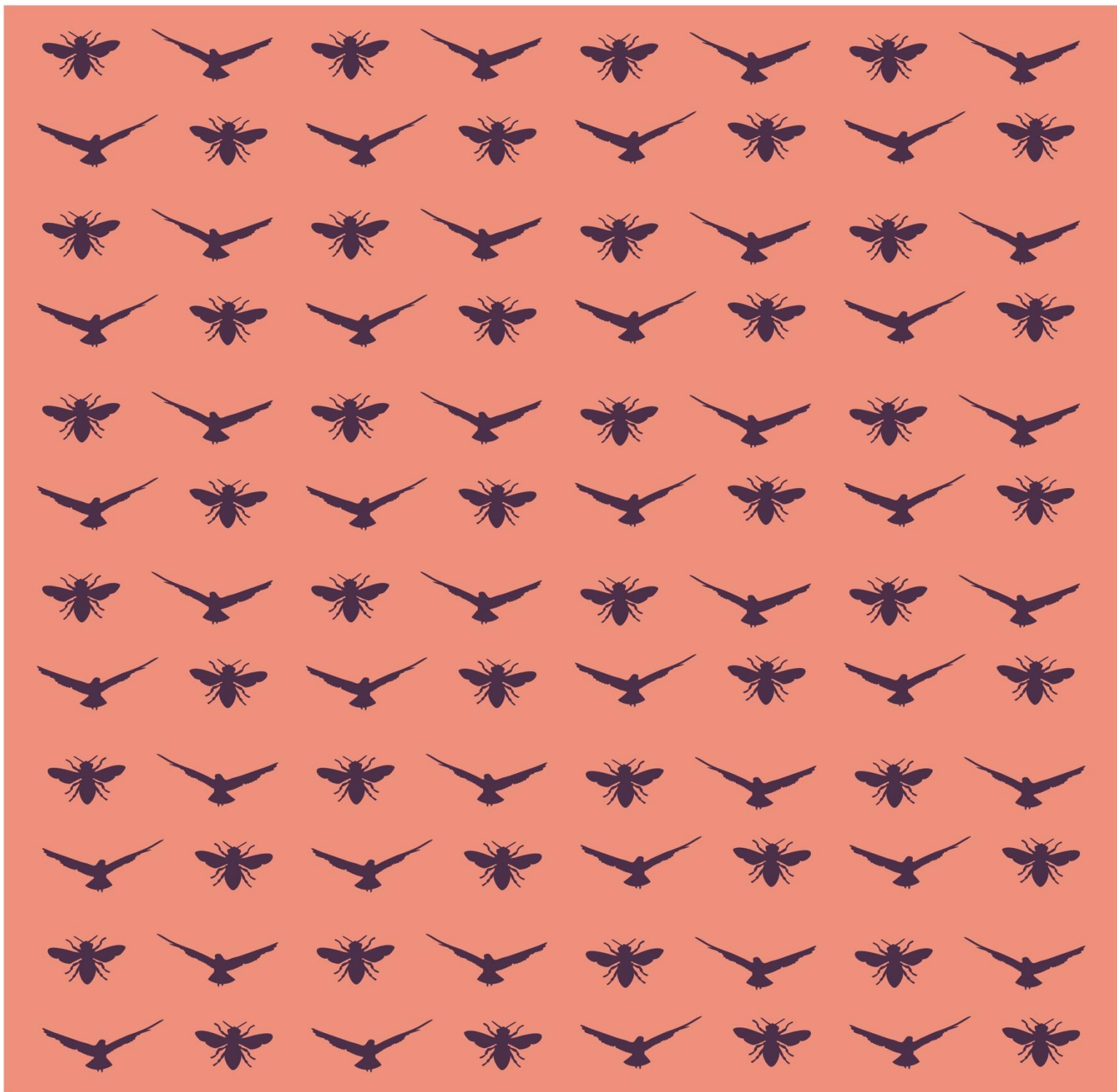
Trust Policy

Relationships and Sex Education Policy (Secondary)



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..... *(School/Academy/College)*

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
- Raise awareness of consent throughout school in an age appropriate way.
- Include religious beliefs and LGBTQ+, ensuring all pupils see themselves reflected in the curriculum.
- Involve external agencies such as Mariposa education comes in every year to deliver unrealistic expectations as a result of pornography. She also teaches pupils how to be intimate if they are not ready for sex.

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 attend a meeting about 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

5. 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.

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.

6. 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.

7. 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 Nottingham Free School RSE is taught within the personal, social, health and economic (PSHE) at KS3 and Personal Development (PD) at KS4 and KS5. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Nottingham Free school RSE topics are taught to each year group, building on previous knowledge and age appropriate content each year. Our KS3 students have one lesson per week with their tutor and Year 10, 12 and 13 are taught by subject specialists in core PD lessons once a week with year 11 receiving one PD lesson every other week. Where appropriate our SEND pupils receive differentiated resources and in some cases one to one/small group adapted lessons are provided by the hub. The only aspect that parents are able to withdraw their child from is the year 10 unit on pornography and expectations and the year 11 unit added last year on pleasure and intimacy as this was deemed sex education rather healthy relationships. All our other units are taught to all students as all are pivotal in pupils having awareness of risks and healthy relationships.

8. 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

8.1 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.

8.2 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.

8.3 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.

8.4 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

9. 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

10. 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 the year 10 pornography and expectations unit as well as the Year 11 Pleasure and intimacy unit 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 year 10 pornography and expectations unit as well as the Year 11 Pleasure and intimacy unit of RSE 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.

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. At the Nottingham Free School all KS3 tutors are responsible for delivering the RSE units, staff receive training and support and all lessons are planned by subject specialists so that there is consistency. At KS4 and KS5 lessons ING, SWI, EFU, SLA and PCL are responsible for delivering the RSE curriculum. Again lessons are planned by subject specialists so there is consistency. Bethan Inglis and Severine Wilken are in charge of developing the RSE curriculum as heads of Personal Development.

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.

10.4 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.

11. Parents right to withdraw

Parents have the right to withdraw their children from the year 10 & 11 components of sex education within RSE stated previously 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.

12. 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.

13. 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"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Curriculum map

Nottingham Free School - School Scheme of Work

Lead Teachers Severine Wilken and Bethan Inglis

At Nottingham Free School years 7,8 and 9 receive one lesson of PSHE a week and this is delivered by their tutor. Year 10 receive one lesson of Personal development a week which involves a combination of PSHE and Religion Philosophy and Ethics (RPE) and year 11 receive one lesson every other week, this content is taught by key staff, mainly specialists. Then sixth form also receive one lesson of Personal Development a week which is delivered by either the head of sixth form and a head of Personal development.

All parents of year 7 are sent a letter to open consultation and can decide if they would like their child removed from the year 10 unit on Pornography and expectations or Year 11 unit on Pleasure and intimacy. This letter is sent out again prior to the delivery of the non-statutory topics.

An email is sent out every half term to let parents know the topics that their child will be covering that half term to enable conversations at home.

Our curriculum aim in PSHE is to prepare young people from year 7 all the way to year 13 for life after school, each year has a carefully planned range of topics with crucial topics such as RSE, Mental Health, Internet safety, Safeguarding issues, Citizenship and Careers embedded into each year group. Each year builds on the knowledge from the year prior ensuring that the key topics are repeated throughout the years.

NFS PSHCE lessons also help develop an open culture in the school, teaching pupils that no subject is taboo to discuss. As a result of this pupils are more comfortable discussing issues such as mental health and relationship issues, pupils here also have a strong idea of what is right.

Certain topics have been brought in as a result of issues in the school, such as Misogyny which helps pupils' interpret the world around them and recognise both misogynistic language and the need for more equality in our everyday language.

Topics such as extremism and radicalisation are taught so pupils can understand the signs of someone who is being radicalised, this in turn makes them more aware as members of the community and prepares them for their role as responsible citizens after school. FGM is another topic which ensures that pupils also become eyes and ears for vulnerable pupils as well as topics such as Young Carers which hopefully ensures young carers are identified earlier in the school so that they can access the support that is needed.

The PSHE topics are planned carefully to ensure that all our pupils are well rounded individuals who show respect, empathy and understanding for different people and different situations. The aim of the lessons is to help pupils deal with these issues, seek support and develop coping mechanisms to function when they face these issues

both during school but in later life. Pupils are also taught about their rights, the law in many aspects of life and their duty and responsibility as citizens of this country.

Overall the PSHE curriculum offers a wide range of topics that help create well rounded, respectful and responsible young people.

The topics covered by students during their weekly 60 minute dedicated PSHE lesson include:

Year 7

Transition

- Students settle into life at NFS and their new school experience with secondary.

Young Carer

- Pupils learn about the role of a young carer and what it means to be a young carer. They are also taught about the support that is on offer for young carers.

British Citizenship

- Pupils learn the purpose of roles and rules in the community and the rights that children are entitled to. They learn how our rights and responsibilities change over time. Pupils learn about the Equality act and the importance of not discriminating against others.
- Knife crime- how to help a friend.

Internet Safety

- Pupils learn what a digital footprint is and consider online reputation. Pupils learn vocabulary alongside being safe online. Pupils look at privacy settings and why they are important.

Radicalisation & Extremism

- Pupils look at why someone might be vulnerable to radicalisation. They learn the warning signs and what to do if they suspect something. This teaches pupils to be aware of radicalisation and prevention that they can be part of.

Mental Health Awareness

- Pupils learn about what mental health is and issues that may arise. Pupils learn a wider understanding of mental health issues but focus on depression and self esteem. Pupils are taught that it is important to talk about mental health and issues that they may have. Pupils also learn about mindfulness and learn some relaxation and coping techniques.

Puberty and Hygiene

- Pupils continue on from their work in primary school and learn about the physical and emotional changes that take place during puberty. They look at managing those emotional changes and where to get support if they need it. Pupils discuss the importance of communication but also learn how the internet can be unreliable and are taught how to assess the reliability of websites when looking for answers. Pupils learn about menstruation and also look at period poverty. Pupils will also learn the basics about consent within this topic.

Smoking and its dangers

- Pupils learn the reasons people might start smoking, they learn about the dangers and how cigarettes affect the body and health. They also learn about the dangers of secondhand smoke.

FGM (Female Genital Mutilation)

- Pupils learn about FGM, the dangers of the procedure and how to spot warning signs if someone is going to or has undergone FGM. Pupils learn who to talk to if they are worried or concerned. Please note- pupils do not see any graphic imagery in these lessons, they learn about it through reading a biography from a girl who had it done to her. The content has been deemed appropriate for this age.

Finance

- Students learn about financial issues such as budgeting and debt.

Year 8

Drugs, Energy Drinks and Alcohol

- Pupils learn about the physical effects and the emotional effects of alcohol. Pupils learn about energy drinks and caffeine and the hidden dangers behind over consumption. Vaping & laughing gas.

Mental Health and well being

- Pupils look at self harm and why people might self harm. Pupils recap of ways to deal with stress and mental health issues. Pupils learn relaxation techniques to help with stresses and anxieties. Pupils also look at suicidal thoughts.

Internet Safety

- Pupils consider the effects of cyber bullying. Pupils also learn about the dangers of using online chat rooms and social media, there is a focus on the more sinister side of the internet and 'grooming'. Pupils also learn about the inappropriate use of 'sexting' and how it is against the law. Pupils learn to assess the reliability of the internet and learn definitions such as copyright, ownership and plagiarism. Also including animated pornography.

Healthy relationships

- Pupils look at what makes a healthy relationship, these lessons are focused around all relationships that pupils might have not just romantic relationships. Pupils look at the importance of communication and what makes an effective communicator. Pupils learn about consent, they learn that it is OK to say no and that legally no one should be having sex before the age of 16. Pupils discuss how to deal with their relationships online (friends and romantic). Pupils are given a brief introduction to contraception.

Gender Identity

- Pupils learn about gender identity and learn about our binary gender system, they also look at other gender systems developed by other societies. Pupils focus on transgender and look at two different cases to help them understand the emotions behind someone making a transition. These lessons are about developing tolerance and understanding as well as teaching pupils about gender.

Knife crime

- How to help a friend.

FGM

- Recap

Exploitation & trafficking

- Focus on county lines and criminal gangs.

Finance

- Students explore different ways of managing finance including banking.

Healthy lifestyles

Gaming & gambling

Discrimination-

- Homophobia/ disability and sexist language.

Self esteem and body image-

- Includes body shaming.

Eating disorders

Radicalisation & extremism

Domestic violence

Sun & water safety

Year 9

Mental Health issues

- Pupils recap on the mental health issues that they have already learned about, they discuss what they are and the triggers that might cause them. Pupils learn about hearing voices and the stigma attached to such mental health issues. Pupils touch on mindfulness and meditation. Self harm, suicidal thoughts, eating disorders. Fabricated illness.

Body image & plastic surgery.

British Citizenship and Values

- Pupils revisit the equality act and why it is so important to society.

First Aid- pupils learn about treating minor injuries as well as CPR.

Healthy relationships

- Pupils revisit consent and the law, pupils look at a range of different scenarios to ensure that they have fully understood the law in terms of consent. Pupils look at peer on peer abuse so that pupils understand their rights and where to find support.

Sexual health and contraception

- Pupils learn about contraception and the dangers/consequences of not using it. Pupils learn about STDs (Sexually Transmitted Diseases). Pupils also look at teenage pregnancy and the challenges of being a young parent. Pupils also touch briefly on miscarriage and the emotions that come with this.

First aid including CPR training

- Pupils take part in a session delivered by the British Red Cross.

E-safety

- Pupils revisit grooming but also look at coercion, gaming and sexual harassment online. Pupils also learn about online gambling and to be aware of the 'hook'. Pupils also look at trolling and bullying online. Pupils will also look at support sites, helplines and about whistle blowing.

Domestic Violence

- Pupils learn about healthy and unhealthy relationships. They focus on different types of abuse and how to recognise it (physical, emotional, financial etc). There is also a focus on the LGBTQ+ community and that

domestic violence can exist within those relationships too. Pupils learn how to get support and help if they should ever need it.

FGM, Honour Based Violence (HBV) and Forced Marriage

- Pupils recap briefly on FGM, what it is and the warning signs. Pupils learn about honour violence and forced marriages. They learn to understand the difference between an arranged marriage and a forced marriage. Pupils also learn that forced marriage can also happen to men especially those in the gay community.

Finance

- learning about money/budgeting & banking.

Knife crime

- how to help a friend.

Healthy lifestyle

- self examination.

Drugs

- Vaping & laughing gas.

Domestic violence, microaggression and racism.

Careers

- Writing a CV

CCE

Water safety

Year 10

Drugs and Alcohol

- Pupils recap on the dangers of alcohol and its effects on society. Pupils also learn that prescription drugs can be dangerous. Pupils learn about cannabis, its forms, side effects and dangers of overuse.

Healthy relationships

- Pupils take part in an external workshop looking at the pornography industry and discuss the unrealistic expectations that it puts on relationships. Please note pupils do not see any explicit images or content during this workshop. Within the workshop pupils also learn about intimacy without sex. Pupils will then have the opportunity to discuss any questions from the workshop with their PSHE teacher and will look at ways in which men and women are sexualised in the media and whether the bodies we see in adverts and on TV are realistic representations of people.
- Pupils recap on consent and the law and peer on peer abuse.
- Pupils also learn about intimacy without sex, what it means, why it is important and how if pupils don't feel ready to engage in sexual activities there are other ways to feel close to your partner. Communication is also discussed and the important part it plays in a healthy relationship.
- In RPE lessons students look at what makes an ideal partner, the purpose of sex, marriage (including same sex), cohabitation and divorce.

Misogyny

- Pupils understanding the meaning of the term misogyny. They look at how prevalent it is in society, exploring specific examples. Pupils look at the use of language and the understanding of the word feminism. They look at how misogyny affects everyone and ways in which we can move forward as a society.

Mental Health

- Pupils look at stress and anxiety, particularly in connection to their exams and GCSEs and how to manage and cope with it. Pupils also recap on self harm and learn about Dermatillomania.

Internet Safety

- Pupils learn how their online activity might impact on their future aspirations and review online laws. Pupils review how the internet can affect expectations on relationships. Pupils learn about gaslighting and satire, looking at fake news and how to identify it.

Gang culture, youth crime and knife crime

- Pupils learn about anti-social behaviour and the causes behind it. Pupils learn about gang culture and how it affects society and crime levels. There is a focus on learning about County Lines and how children are groomed for drug gangs. Pupils learn about the laws to protect young people and who to go to to get help. Pupils recap what they have learned about knife crime and create campaigns.

Year 11

Alcohol and Drugs- staying safe

- Pupils learn about illegal highs and the dangers behind them. Pupils learn about staying safe at a party and what to do if a friend is in trouble. Pupils look at a case study where a death was caused a boy's drink being spiked and no one reacted when he became unconscious. Pupils learn what to do in a situation where a friend has drunk too much alcohol.

Mental Health

- Pupils recap on anxiety and stress caused by exams and ways to deal with it. Pupils learn good study tips to keep them focused and keep stress levels down during study. Mindfulness strategies are revisited.
- Internet Safety
- Pupils revisit the laws on internet activity, they look at plagiarism and copyright and what these mean/consequences behind them.
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Year 12

Living in the Wider World

- Students cover issues including free speech and hate speech, globalisation and extremism. They also look at climate change and gender and language.
- First Aid- pupils learn the basics of First Aid and CPR from the British Red Cross.

Pressure

- Students are taught about fake news, online safety and media stereotypes as well as a module on study skills.

Unifrog

- Students use the Unifrog platform to start looking at Post 18 choices, MOOCs, Post 18 planning and degree apprenticeships. Personal statements are also introduced in this module.

Health

- In this module, students cover topics including alcohol, sexual health, exercise, food and sleep and healthy relationships.

Next Steps

- In this module, we discuss UCAS, apprenticeships and work experience preparation. Students receive guidance on pathways and careers.

- The Real World
- Students look at rights and responsibilities along with what is meant by professionalism. They are also taught about prejudice and discrimination, bullying and harassment and health and safety. Work experience is also included in this module.

Year 13

Next Steps Post 18

- Unifrog and university/apprenticeship application processes take place in this module, along with mock interviews and interview preparation. Students receive one to one support in the writing of letters of application and personal statements. External speakers from universities speak to the students about the application process.

Independent Me

- In this module, we discuss life skills and personal finance. We also revisit study skills and look at ways in which we can deal with stress and anxiety.

CAREERS EDUCATION

Preparing students for the world of work is an important aspect of their experience at Nottingham Free School and all students participate in a careers programme (click [here](#) to download the whole school careers plan) which is based around the the ten employability goals:

- Self-motivation – taking responsibility for developing work readiness
- Self-assurance – having the tools and skills to present themselves to employers
- Aspiration – having high personal goals
- Informed – understanding the opportunities available and making realistic choices
- Experience – having experience of work that is rewarding and fulfilling
- Achieving – qualifications valued by employers
- Accountability – understanding how to take responsibility
- Resilience – understanding employers need for people who can listen and learn
- Entrepreneurial – working creatively to achieve personal and business potential
- Co-operation – developing effective communication and co working skills

Students keep a record of all their experiences related to these goals in a skills passport. All enrichment activities are related to the employability skills in order for students to choose activities which provide them with a well rounded profile of skills.

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	<p>We have a spread sheet of communication with parents in reference to withdrawal from topics.</p> <p>All discussions are recorded there.</p> <p>We also send a reminder email before the sessions take place so any parents are reminded about the sessions and their right to withdraw.</p> <p>Last year we had 3x Year 11s removed from the Intimacy unit and none were withdrawn from Year 10 - a parent who had previously shown concern was called and they made the decision, after seeing the resources that they were happy with their child to take part.</p>