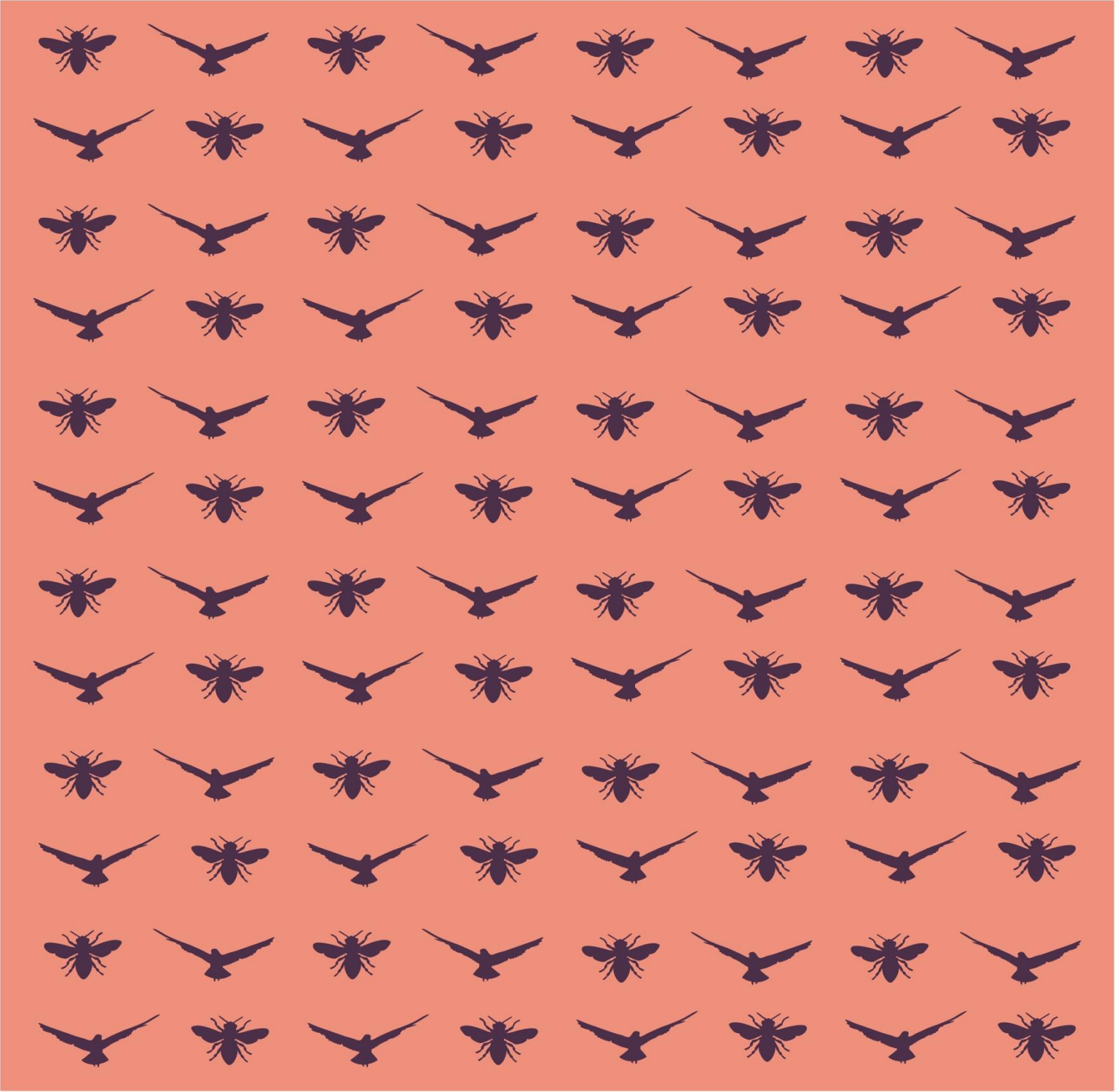


**Contained within this document:**

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 Nottingham University Academy of Science and Technology (NUAST).

## 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

### 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 NUASt RSE is taught within the Personal Development (PD) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE at NUASt is delivered within the Personal Development curriculum. Personal Development is taught to all Year Groups during the morning Tutor Time learning session. The Tutor Time sessions take place each morning, and are ordinarily delivered by a Teacher within their capacity as a Form Tutor. RSE/PD is delivered three times a fortnight, for a total of 90 minutes (Careers Education is delivered once a fortnight for a total of 30 minutes).

The PD curriculum (including RSE) is carefully considered and planned, so that all pupils within a year group are exposed to the same content and material delivered as lessons. The needs of all students, including those with SEND, is considered for the planning and delivery of the PD/RSE curriculum, in line with the curriculum delivery across the school and subjects.

## **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 non-statutory components of RSE (see section 11).

### **10.3 Staff**

All 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 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 delivering the RSE curriculum are Form Tutors, and are qualified teachers, sometimes supported by a member of the learning support team. On occasion, an RSE session will be delivered by a Cover Supervisor, supported by the Head of Year and/or Personal Development Lead for the school.

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 non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 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"> <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>

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<b>Introduction to Personal development</b> Living in the wider world – New beginning Transition to secondary education	Health and wellbeing – Goals, behaviours and emotions Self-confidence Personal development and target setting Adopting the right behaviours to achieve Self-awareness and sensitivity Mindfulness	Health and wellbeing – Achieving with good health Using rules to shape desirable behaviours (British Values) Importance of education Developing interpersonal skills Discrimination and Equality Growth mindset Coping with stress Managing anxiety Awareness of sharing selfies	Health and wellbeing – Living responsibly Time management Living sustainably Homelessness Hate crime Tattoos and piercings Binge drinking Study skills	Health and wellbeing – Making beneficial choices The importance of personal development Perseverance and procrastination The importance of sleep Taking risks – what to consider Gambling and online gaming Digital footprints Personal safety in the wider world
	<b>Relationships – Positive relationships</b> Keeping safe and positive relationships Family relationships Falling in love Banter or bullying? Cyberbullying Keeping good friendships				
Autumn 2	<b>Relationships – Identity and safety</b> Personal identity (British Values) Safety and privacy on social media Living in the Wider World – Identity and safety Prejudice and discriminations – focus on racism What are radicalisation and extremism?	Health and wellbeing - Health Vaping, nicotine and addiction Cancer awareness Personal safety and first aid Teen pregnancy and parenting Body image – male focus	Living in the wider world – Careers and enterprise Self-discipline to achieve Workplace skills Enterprising personality and qualities What we can learn from entrepreneurs	Health and wellbeing – Mental health and wellbeing Managing grief and bereavement Suicide awareness Managing social anxiety Social media and self esteem Screen time	Living in the wider world – Transitioning from secondary education GCSE revision and study skills Applying to college and university Independent living Preparing for job interviews Health and safety at work Trade unions and protection at work

## Appendix 2: Curriculum map

Spring 1	<p>Living in the wider world – Personal skills</p> <ul style="list-style-type: none"> <li>Aspiration – aiming high</li> <li>Self-esteem to achieve</li> <li>Wants and needs</li> <li>Being a resilient student</li> </ul>	<p>Relationships – Sex, relationships, and conflict</p> <ul style="list-style-type: none"> <li>Consent</li> <li>Contraception</li> <li>Realistic sexual expectations and the dangers of pornography</li> <li>STIs</li> <li>Dangers of sharing sexual images</li> <li>Domestic conflict</li> </ul>	<p>Health and wellbeing – Health and personal safety</p> <ul style="list-style-type: none"> <li>Alcohol awareness</li> <li>Drugs and the law</li> <li>Vaccinations, organ and blood donation and stem cells</li> <li>Acid attacks</li> <li>Self-harm</li> </ul>	<p>Living in the wider world – The world of work</p> <ul style="list-style-type: none"> <li>Choosing the right career</li> <li>Employers and CVs</li> <li>STEM careers</li> <li>Preparing for work experience</li> <li>Rights and responsibilities in the workplace</li> <li>Gender prejudice</li> </ul>	<p>Relationships – Sexual safety and managing emotions</p> <ul style="list-style-type: none"> <li>Bullying – body shaming</li> <li>Types of relationships</li> <li>Consent, rape, and sexual abuse</li> <li>What is good sex?</li> <li>Safe sex and chem sex</li> <li>Relationship break-ups</li> <li>Happiness and positivity</li> </ul>
Spring 2	<p>Health and wellbeing – Mental health and sexual health</p> <ul style="list-style-type: none"> <li>Mental health – an introduction to depression</li> <li>Managing our anger</li> <li>Puberty – what happens, when and why</li> <li>Periods – what happens, when and why</li> <li>FGM</li> </ul>	<p>Relationships – Prejudice, values, extremism, and cults</p> <ul style="list-style-type: none"> <li>Tolerance and anti-racism (British Values)</li> <li>Extremism</li> <li>Radicalisation</li> <li>Prejudice and discrimination – focus on religion</li> </ul>	<p>Relationships – Healthy relationships with others and ourselves</p> <ul style="list-style-type: none"> <li>Body image, media and eating disorders</li> <li>Body image – female focus</li> <li>Child sexual exploitation</li> <li>Domestic violence and abusive relationships</li> <li>Dealing with peer pressure</li> </ul>	<p>Living in the wider world – Crime and the challenges</p> <ul style="list-style-type: none"> <li>The criminal justice system</li> <li>Anti-social behaviour</li> <li>Crimes, gangs and county lines</li> <li>Money laundering</li> <li>Radicalisation and extremists</li> <li>Overt and covert racism</li> <li>Fake news and critical thinking</li> </ul>	<p>Health and wellbeing – Individual differences and their impact</p> <ul style="list-style-type: none"> <li>Identity and diversity</li> <li>Privilege</li> </ul> <p>Health and wellbeing – Physical health and safety</p> <ul style="list-style-type: none"> <li>Obesity and body positivity</li> <li>Fertility and reproductive health</li> <li>First aid – CPR</li> </ul>



Summer 1	Health and wellbeing – <b>Physical health</b> <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Food groups</li> <li>• Labels and nutrition</li> <li>• Consequences of not eating healthily</li> <li>• Energy drinks</li> <li>• Exercise</li> <li>• Dangers of smoking</li> <li>• Drug awareness - class A, B and C</li> </ul>	Living in the wider world – <b>Prejudice, discrimination, and challenges</b> <ul style="list-style-type: none"> <li>• Prejudice and stereotypes – focus on disability</li> <li>• Homophobia</li> <li>• Discrimination – focus on teens and media</li> <li>• Internet safety – online grooming</li> </ul>	Relationships – <b>Diverse communities</b> <ul style="list-style-type: none"> <li>• British communities, religion and culture (British Values)</li> <li>• Immigration, the UK and diverse communities</li> <li>• The LGBT community</li> </ul>	Relationships – <b>Safety in relationships</b> <ul style="list-style-type: none"> <li>• Conflict management</li> <li>• Forced and arranged marriages</li> <li>• Harassment and stalking</li> <li>• Revenge porn</li> <li>• Role models</li> </ul>	Living in the wider world – <b>Modern global challenges</b> <ul style="list-style-type: none"> <li>• Animal rights</li> <li>• Pollution, plastic, and our environment</li> <li>• Globalisation</li> <li>• Multiculturalism</li> <li>• Extremism</li> <li>• Internet safety – the dark web</li> <li>• Cybercrime and online fraud</li> </ul>
			Living in the wider world – <b>Rights and responsibilities</b> <ul style="list-style-type: none"> <li>• Charities – focus on UNICEF</li> <li>• Genocide and trafficking</li> <li>• Aid and welfare</li> <li>• Sustainability</li> <li>• The law and young offenders</li> <li>• The impact of knife crime</li> </ul>		
Summer 2	Living in the wider world – <b>Personal finance</b> <ul style="list-style-type: none"> <li>• Budgeting money</li> <li>• Creating a personal budget plan</li> <li>• Savings, loans and interest rates</li> <li>• Financial products</li> <li>• Financial transactions</li> <li>• Shopping ethically</li> </ul>	Living in the wider world - <b>Finance</b> <ul style="list-style-type: none"> <li>• Income and expenditure</li> <li>• Tax and national insurance</li> <li>• Tax, its purpose and public services</li> <li>• Budgeting and saving</li> </ul>	Living in the wider world – <b>Finances and careers</b> <ul style="list-style-type: none"> <li>• Debt and avoiding it</li> <li>• Accounts, savings, loans, and financial products</li> <li>• Consumer rights</li> <li>• Employability</li> </ul>	Relationships – <b>Relationships and diversity</b> <ul style="list-style-type: none"> <li>• Same sex relationships</li> <li>• Gender and trans-identity</li> <li>• Community cohesion</li> <li>• Prejudice – focus on sexism and gender</li> <li>• Parenting</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 signature			

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