

# Sex and Relationships Policy

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|---------------------------|-------------------------------|
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## 1. Aims

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

## 2. Statutory requirements

As an academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Caroline Chisholm School we teach RSE as set out in this policy.

## 3. 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Ratification – once amendments were made, the policy was shared with trustees and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Online and media
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

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

## 7. Roles and responsibilities

### 7.1 Board of trustees

The trustees will approve the RSE policy and hold the principal to account for its implementation.

### 7.2 The principal

The principal 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 8).

### 7.3 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 principal.

The PSHE Lead for the secondary phase is Mr P Ashton, the teachers responsible for delivery at Key Stage 3 are K Sawbridge, S Smith, J Gardiner, L Unsworth, L Briggs, S Bailey, L Harrison, S Mason-Holt, S Kirk, A McInerney, C Cozens, I Rayner, L O'Reilly, G Dallas.

The PSHE Lead for the primary phase is Mrs N Cairns, all teachers in the primary phase are responsible for delivery of the PSHE curriculum to their classes.

### 7.4 Pupils

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

## 8. Parents right to withdraw

Parents have the right to withdraw their children from the 'non science/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 4](#) of this policy and addressed to the principal.

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

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

## 9. Training

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

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

## 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead teacher and leadership team through: monitoring arrangements, such as planning scrutinies, learning walks, and observation etc.

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

This policy will be reviewed by the PSHE lead teacher. At every review, the policy will be approved by trustees.

## Appendix 1: Curriculum map

### Key Stage 1 and 2 PSHE - Relationships and Health Education Curriculum Map

In the primary years, 'Jigsaw PSHE' provides our chosen curriculum framework, which is fully compliant with the DfE Statutory 'Relationships & Health Education' Guidance for Key Stage 1 and 2. This includes the Relationships and Sex Education (RSE) elements of the curriculum. The 6, inter-related core themes of: 1. Being Me in My World, 2. Celebrating Difference, 3. Dreams & Goals, 4. Healthy Me, 5. Relationships and 6. Changing Me, provide breadth and depth of learning aligned to the PSHE Association's core learning themes.

| Year Group | Term                             | Topic/theme details  | Resources        |
|------------|----------------------------------|--|------------------|
| EYFS       | Term 1<br>Being Me in My World   | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities<br><b>Big health and happiness week</b> | Jigsaw resources |
| EYFS       | Term 2<br>Celebrating Difference | Identifying talents<br>Being special<br>Families<br>Where we live Making friends<br>Standing up for yourself   | Jigsaw resources |
| EYFS       | Term 3<br>Dreams and Goals       | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs Achieving goals   | Jigsaw resources |
| EYFS       | Term 4<br>Healthy Me             | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety   | Jigsaw resources |

| Year Group | Term                                | Topic/theme details  | Resources  |
|------------|-------------------------------------|--|--|
| EYFS       | Term 5<br>Relationships             | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend  | Jigsaw resources   |
| EYFS       | Term 6<br>Changing Me               | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears Celebrations  | Jigsaw resources   |
| Year 1     | Term 1<br>Being Me in<br>My World   | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter<br><b>Big health and happiness week</b> | Objectives –<br>Relationship<br>education (R 7,9, 12,<br>14, 16)<br><br>Physical Health and<br>Mental wellbeing (H2,<br>3, 4, 7)   |
| 1          | Term 2<br>Celebrating<br>Difference | Similarities and differences<br>Understanding bullying and<br>knowing how to deal with it<br>Making new friends<br>Celebrating the differences in<br>everyone  | Jigsaw resources<br>Objectives –<br>Relationship<br>education (R 7,8, 9,<br>10, 11,12, 13, 16, 17,<br>19, 25, 29)<br><br>Physical Health and<br>Mental wellbeing (H2,<br>3, 7, 8, 9) |



| Year Group | Term                       | Topic/theme details  | Resources  |
|------------|----------------------------|--|--|
| 1          | Term 3<br>Dreams and Goals | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success                                      | Jigsaw resources<br>Objectives – Relationship education (R 12, 16, 30)<br><br>Physical Health and Mental wellbeing (H2, 3,4)   |
| 1          | Term 4<br>Healthy Me       | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness  | Jigsaw resources<br>Objectives – Relationship education (R 15)<br>Additional lesson on website<br>Physical Health and Mental wellbeing (H 1, 2, 3,5, 6, 18, 19, 21, 22, 23, 24, 25, 27, 28)    |
| 1          | Term 5<br>Relationships    | Relationships<br>Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Jigsaw resources<br>Objectives – Relationship education (R 1, 2,3, 4, 7, 8, 9, 10, 11, 12,13, 14, 15, 16, 19,20, 25,26,27,28, 30, 32)<br><br>Physical Health and Mental wellbeing (H2, 3,6, 9) |

| Year Group | Term                             | Topic/theme details   | Resources   |
|------------|----------------------------------|---|---|
| 1          | Term 6<br>Changing me            | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition             | Jigsaw resources<br>Objectives – Relationship education (R 1, 6, 15, 19, 25, 26, 27, 29, 32)<br><br>Physical Health and Mental wellbeing (H2, 3, 4, 34)   |
| Year 2     | Term 1<br>Being Me in My World   | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings<br><b>Big health and happiness week</b> | Jigsaw resources<br>Objectives – Relationship education (R 12, 13, 14, 15, 16, 19, 25, 26, 27, 28, 30, 32)<br><br>Physical Health and Mental wellbeing (H2, 3)  |
| 2          | Term 2<br>Celebrating Difference | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends                                   | Jigsaw resources<br>Objectives – Relationship education (R 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 25, 30, 31, 32)<br><br>Physical Health and Mental wellbeing (H2, 3, 4, 7, 8, 9, 13, 15, 17) |
| 2          | Term 3<br>Dreams and Goals       | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success  | Jigsaw resources<br>Objectives – Relationship education (R 12, 13, 14, 15, 16, 19, 30)<br><br>Physical Health and Mental wellbeing (H2, 3, 4)   |

| Year Group | Term                    | Topic/theme details  | Resources   |
|------------|-------------------------|--|---|
| 2          | Term 4<br>Healthy Me    | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food   | Jigsaw resources<br>Objectives –<br>Relationship<br>education<br>Physical Health and<br>Mental wellbeing (H<br>1, 2, 3, 5, 6, 12, 18, 19,<br>20, 21, 22, 23, 24, 25,<br>28)   |
| 2          | Term 5<br>Relationships | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for<br>special relationships             | Jigsaw resources<br>Objectives –<br>Relationship<br>education<br>(R1,2,3,4,5,6,7,8,9, 10,<br>11, 12,13,16, 19, 20,<br>22,25,26,27, 28, 29,30,<br>31, 32)<br>Physical Health and<br>Mental wellbeing (H<br>2, 3, 15) |
| 2          | Term 6<br>Changing Me   | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male<br>bodies (correct terminology)<br>Assertiveness<br>Preparing for transition | Jigsaw resources<br>Objectives –<br>Relationship<br>education (R 15,19,<br>25,26,27, 29,30, 31,<br>32)<br>Physical Health and<br>Mental wellbeing (H<br>2, 3, 34)   |

| Year Group | Term                             | Topic/theme details   | Resources   |
|------------|----------------------------------|---|---|
| Year 3     | Term 1<br>Being Me in My world   | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives<br><b>Big health and happiness week</b> | Jigsaw resources<br>Objectives – Relationship education (R,7,8,9,12,13,14, 16, 19, 21,25,32)<br>Physical Health and Mental wellbeing (H 2, 3)   |
| 3          | Term 2<br>Celebrating Difference | Families and their differences<br>Family conflict and how to manage it (child-centered)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments  | Jigsaw resources<br>Objectives – Relationship education (R 1,2,3,4,5,6, 7, 9, 10, 11, 12, 13, 14 ,15, 16, 17, 18, 20, 21, 23, 25,30, 31, 32)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 7, 8, 9, 13, 15) |
| 3          | Term 3<br>Dreams and Goals       | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting               | Jigsaw resources<br>Objectives – Relationship education (R 12, 13, 14 ,15)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 11)  |

| Year Group | Term                    | Topic/theme details  | Resources  |
|------------|-------------------------|--|--|
| 3          | Term 4<br>Healthy Me    | <p>Exercise Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>   | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 15, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32)</p> <p>Physical Health and Mental wellbeing (H 1, 2, 3, 5, 6, 9, 11, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 32)</p>     |
| 3          | Term 5<br>Relationships | <p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p> | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 32)</p> <p>Physical Health and Mental wellbeing (H 2, 3, 9, 11, 12, 13, 14, 15, 16, 17)</p> |
| 3          | Term 6<br>Changing Me   | <p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>  | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 1, 2, 3, 4, 18, 27)</p> <p>Physical Health and Mental wellbeing (H 2, 3, 34, 35)</p>   |

| Year Group | Term                              | Topic/theme details   | Resources   |
|------------|-----------------------------------|---|---|
| Year 4     | Term 1<br>Being Me in My world    | Being part of a class team<br>Being a school citizen Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour<br><b>Big health and happiness week</b> | Jigsaw resources<br>Objectives – Relationship education (R 7, 8, 9, 11, 12, 13, 14, 16, 19, 21, 25, 32)<br>Physical Health and Mental wellbeing (H 2, 3)  |
| 4          | Term 2<br>Celebrating differences | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions                           | Jigsaw resources<br>Objectives – Relationship education (R 11, 12, 13, 15, 16, 17, 20, 21, 23, 25, 30, 31, 32)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 7, 8, 9, 13)                       |
| 4          | Term 3<br>Dreams and Goals        | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes   | Jigsaw resources<br>Objectives – Relationship education (R 12, 14, 16)<br>Physical Health and Mental wellbeing (H 2, 3)   |
| 4          | Term 4<br>Healthy Me              | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength   | Jigsaw resources<br>Objectives – Relationship education (R 7, 8, 9, 10, 11, 12, 13, 14, 16, 19, 20, 21, 22, 25, 29, 30, 31, 32)<br>Physical Health and Mental wellbeing (H1, 2, 3, 4, 21, 24, 25, 26) |

| Year Group | Term                              | Topic/theme details   | Resources   |
|------------|-----------------------------------|---|---|
| 4          | Term 5<br>Relationships           | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals   | Jigsaw resources<br>Objectives – Relationship education (R 2, 4, 7, 8, 9, 10, 11, 12, 13, 14 ,16, 25, 32)<br>Physical Health and Mental wellbeing (H 2, 3,4, 7, 9, 10, )  |
| 4          | Term 6<br>Changing Me             | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change  | Jigsaw resources<br>Objectives – Relationship education (R 1,2, 3, 4, 26, 27)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 34, 35)                                 |
| Year 5     | Term 1<br>Being Me in My World    | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating<br><b>Big health and happiness week</b> | Jigsaw resources<br>Objectives – Relationship education (R h 12, 13, 14 ,16, 19, 21, 25, 32)<br>Physical Health and Mental wellbeing (H 2, 3, 7)                          |
| 5          | Term 2<br>Celebrating Differences | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other cultures                                      | Jigsaw resources<br>Objectives – Relationship education (R 5, 9, 10, 12, 13, 15 ,16, 17, 18, 29, 30, 31, 32)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 7, 8, 9) |

| Year Group | Term                       | Topic/theme details  | Resources  |
|------------|----------------------------|--|--|
| 5          | Term 3<br>Dreams and Goals | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation   | Jigsaw resources<br>Objectives – Relationship education (R 12, 15, 16)<br>Physical Health and Mental wellbeing (H 2, 3)  |
| 5          | Term 4<br>Healthy Me       | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour   | Jigsaw resources<br>Objectives – Relationship education (R 12, 15, 16, 18)<br>Physical Health and Mental wellbeing (H 1, 2, 3, 4, 5, 6, 9, 10, 18, 19, 20, 21, 24, 25, 32, 33)   |
| 5          | Term 5<br>Relationships    | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMART internet safety rules | Jigsaw resources<br>Objectives – Relationship education (R 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32)<br>Physical Health and Mental wellbeing (H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 28) |
| 5          | Term 6<br>Changing Me      | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition                       | Jigsaw resources<br>Objectives – Relationship education (R 15, 25, 26, 27)<br>Physical Health and Mental wellbeing (H 1, 2, 3, 4, 5, 6, 18, 34, 35)  |



| Year Group | Term                              | Topic/theme details  | Resources   |
|------------|-----------------------------------|--|---|
| Year 6     | Term 1<br>Being Me In My World    | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling<br><b>Big health and happiness week</b> | Jigsaw resources<br>Objectives – Relationship education (R 12, 13, 14, 15, 16)<br>Physical Health and Mental wellbeing (H 2, 3, 4)  |
| 6          | Term 2<br>Celebrating Differences | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy  | Jigsaw resources<br>Objectives – Relationship education (R 3, 11, 12, 13, 15, 16, 17, 18, 19, 21, 25, 30, 31, 32)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 7, 8, 10, 13, 17) |
| 6          | Term 3<br>Dreams and Goals        | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments  | Jigsaw resources<br>Objectives – Relationship education (R 12, 13, 15, 16)<br>Physical Health and Mental wellbeing (H 2, 3, 4, 7)   |

| Year Group | Term                    | Topic/theme details  | Resources   |
|------------|-------------------------|--|---|
| 6          | Term 4<br>Healthy Me    | <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>   | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 6, 7, 11, 15, 16, 19, 25, 26, 27, 30, 31, 32)</p> <p>Physical Health and Mental wellbeing (H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 17, 18, 19, 20, 21, 24, 25, 28, 31)</p>   |
| 6          | Term 5<br>Relationships | <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 8, 9, 10, 11, 13, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32)</p> <p>Physical Health and Mental wellbeing (H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 34, 35)</p> |
| 6          | Term 6<br>Changing me   | <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>          | <p>Jigsaw resources</p> <p>Objectives – Relationship education (R 1, 4, 6, 7, 8, 9, 13, 15, 16, 19, 27, 30, 32)</p> <p>Physical Health and Mental wellbeing (H 1, 2, 3, 4, 5, 6, 18, 34, 35)</p>  |

# KS3 Curriculum

## Year 7

1. Introduction to secondary school (Year 7 transition lesson)
2. Introduction to PSHE Lesson (introduces PSHE as a subject).

| Health and Wellbeing   | Living in the Wider World   | Relationships (RSE)  |
|--|---|--|
| What do we mean by a healthy lifestyle? Health introduction. | Being an aspirational student   | Keeping good friendships and avoiding toxic ones.                                |
| How can I keep healthy? Food groups, diet and nutrition.     | The importance of self esteem   | Family relationships – the different types and why we don't always get along.    |
| Eating responsibly – Food labels and health hazards.         | How can we budget our money?  | Love and relationships – falling in love and dealing with new feelings.          |
| Healthy Living – exercise and keeping active.                | How can I create a personal budgeting plan? (2x hours)                | Bullying or banter? Why do people bully others and how can we help stop this?    |
| Not eating healthily - what are the consequences?            | What are savings, loans and interest?                                 | What is cyberbullying? Why do people bully online?                               |
| What's the big deal about energy drinks?                     | What are the different types of financial transactions?               | How do we keep safe and positive relationships (on and off-line)?                |
| The dangers of cigarettes and alcohol (2x hours)             | What are the different types of financial products?                   | What is my personal identity and why is diversity important?                     |
| Puberty – what happens, when and why.                        | How can we shop ethically?  | Extremism – why does radicalisation happen and how does it challenge our values? |
| Periods – what happens, when and why.                        | What are wants and needs and why do we need to know the difference?   |  |
| FGM – what is this and why is it so dangerous?               | How can we enjoy social media but keep our accounts safe and private? |  |

| Health and Wellbeing                                       | Living in the Wider World                         | Relationships (RSE) |
|--|---|---------------------|
| Introduction to mental health issues – depression focus.   | What is stereotyping and prejudice? Racism focus. |                     |
| What are drugs? Why are they dangerous? (class A, B and C) | How can we be resilient and face challenges?      |                     |
| How can we manage our anger?                               |   |                     |

## Year 8

| Health and Wellbeing   | Living in the Wider World  | Relationships (RSE)   |
|--|--|---|
| Personal development and target setting – how can I improve my skills and behaviour?       | Internet Safety – what is online grooming and why must we be so careful?   | How do we have safe sex and use different forms of contraception?       |
| How can self-confidence boost our achievement?   | How can we care for our environment and why is it changing? (2 hours)      | How do we keep good sexual health and avoid STIs?                       |
| How can I manage my behaviour to achieve targets and goals?                                | Careers + development focus - how can we develop our communication skills? | What is consent and why is it important we know about it?               |
| Why do teenage parents have it so tough? How we can avoid teenage pregnancy.               | Careers + development focus - how can we develop our teamwork skills?      | What is sexting and why is it so risky to send personal images?         |
| Stereotyping, discrimination and prejudice. Disability focus.                              | How can we become entrepreneurs?   | What is pornography and why can it be dangerous?                        |
| How can we look after ourselves and others in an emergency? Personal safety and first aid. | LGBT+ focus: Homophobia  | How can we prevent radicalisation and recognise the signs of extremism? |
| What is vaping and is this as bad as smoking?  | Finance – what is income and expenditure?                                  | Who are the extremist groups and why are they so dangerous?             |
| What is mindfulness? How Can this aid positive mental health?                              | Finance – budgeting and saving personal finances                           | Where does extremism come from?   |

| <b>Health and Wellbeing</b>  | <b>Living in the Wider World</b>   | <b>Relationships (RSE)</b>   |
|--|--|--|
| Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours) | Careers + Finance - What are national insurance and income tax? Reading payslips | How do religious extremists attract converts?                                      |
| Cancer awareness   | Why do we pay tax and how is this spent?   | Islamophobia – do Muslims really want Sharia Law in Britain?                       |
|  | Stereotyping, discrimination and prejudice. Teens and the media focus.           | Stereotyping, discrimination and prejudice. Religion focus.                        |
|  |  | How can British Values teach us tolerance and respect for others?                  |
|  |  | Domestic conflict – why do people run away from home and why is this so dangerous? |
|  |  | Body image and the media part 1 with a focus on boys.                              |

## Year 9

| <b>Health and Wellbeing</b>  | <b>Living in the Wider World</b>   | <b>Relationships (RSE)</b>                                       |
|--|--|--|
| Why do we need to keep to rules in order to succeed?                       | How does knife crime impact on our communities, why do teens get involved and what are the consequences? | Who are the LGBT+ community and what would they like us to know? |
| How can we foster a Growth Mindset to succeed and achieve?                 | How does the law deal with young offenders?  | Why are British communities so diverse?                          |
| How can I develop interpersonal skills to help me succeed?                 | How can we be self-disciplined to achieve our aims at school and in the wider world?                     | Immigration and diversity focus.                                 |
| How can we manage the stress of school and exams?                          | Employability Skills – preparing for and applying to the world of work and careers                       | What are domestic violence and abusive relationships?            |
| Why do people take illegal drugs and what does the law say about drug use? | What other skills do we need to develop for the work environment?  | Healthy and unhealthy relationships.                             |

| Health and Wellbeing   | Living in the Wider World   | Relationships (RSE)   |
|--|---|---|
| Why do people become selfie obsessed and consequences can this have?               | What does it mean to be 'enterprising' and what is an 'enterprising personality'? | CSE – how are children and young people lured into dangerous relationships and what do these look like?         |
| What are the short and long-term consequences of excess alcohol drinking?          | What is sustainability and why is this essential to our environment?              | Body image and the media<br>2 – focus on girls  |
| What is self-harm and why do people do this?                                       | Navigating accounts, savings loans and financial institutions.                    | Body image and the media<br>3 – does the media contribute to eating disorders?                                  |
| Why can't some people access education?  | What rights do we have as shoppers and consumers?                                 | Can we respect and celebrate British values and the religion and culture of our choice? (2-hour display lesson) |
| How are we protected from prejudice and discrimination?                            | How can I stay financially savvy and avoid debt?                                  | What is peer-pressure – why is it so powerful and how can we overcome this?                                     |
| Mental health – how can I deal with and manage anxiety?                            | What can we learn from successful business people and entrepreneurs.              |   |
| Acid attacks – why are these on the increase and what can we do if we witness one? | Should we sent aid to foreign countries – is aid the answer?                      |   |
| Responsible health choices – blood donation, stem cells, vaccinations (2 hours)    | How can extreme views lead to human rights abuses and atrocities?                 |   |
|  | How do charities like UNICEF help across the world?                               |   |

## Year 10

| Health and Wellbeing  | Living in the Wider World  | Relationships (RSE)   |
|---|--|---|
| How can we manage our time effectively to help us succeed?                  | What is Fake News and why do we need critical thinking skills? (2 hours)           | Same sex relationships (LGBT+)  |
| Can tattoos and piercings be dangerous?                                     | What is anti-social behaviour and how does this affect communities?                | What are forced and arranged marriages and what do we need to know?                 |
| Why do some people commit suicide?  | How can we successfully prepare for work experience?                               | Gender and Trans Identity LGBT+   |
| How can we manage grief and bereavement?                                    | What rights and responsibilities do we have in the workplace?                      | How can we manage conflict successfully?  |
| How can we manage social anxiety?   | What is money laundering and why are some students taken in by this crime?         | Why do sexism, gender prejudice and stereotypes still exist?                        |
| Why do some people become homeless and why is homelessness on the increase? | What are employers looking for in CVs?   | What is community cohesion and why is this important? (British Values)              |
| What are hate crimes and why do these still happen?                         | British Values – how does the criminal justice system work?                        | Revenge Porn – what is this and how can we prevent ourselves from being victims?    |
| What is binge drinking, what are the risks and why do people still do it?   | What is overt and covert racism and why are people still prejudiced?               | Do we have healthy or unhealthy relationships with our role models?                 |
| Study Skills – the power of mind and memory.                                | Why do some religious people become terrorists?                                    | Harassment and stalking – what are these things and what does the law say about it? |
| Social Media and Self-Esteem  | Why pursue a careers in the STEM industries?                                       | Parenting, the different types and styles and looking after a child.                |
| Internet Safety – the dangers of excessive screen time                      | How do we choose a career that suits our personality, ambition and qualifications? |   |
| How can we take steps to live more sustainably? (carbon footprint)          | Crime, gangs and County Lines (2 hours)  |   |

| Health and Wellbeing | Living in the Wider World                          | Relationships (RSE) |
|----------------------|--|---------------------|
|                      | Why do we still need an International Women's Day? |                     |

## Year 11

| Health and Wellbeing  | Living in the Wider World                                | Relationships (RSE)   |
|---|--|---|
| Why is PSHE so important?   | GCSE Revision and Study Skills                           | Bullying – Body Shaming   |
| Risk Taking   | Applying to College and University                       | Relationship Break Ups  |
| Gambling and Online Gaming  | Independent Living                                       | What is 'Good Sex'?   |
| Perseverance and Procrastination  | Internet Safety – the Dark Web                           | Why is it essential we know about consent, rape and sexual abuse?                             |
| Privilege – How does this affect us all?                                | How is plastic pollution destroying our environment?     | How can we make ourselves and other people feel more positive and why is happiness important? |
| Why do we need sleep and how does sleep deprivation affect us?          | How can we protect animal rights and aid sustainability? | Relationship types and sexuality  |
| Why is our digital footprint important?                                 | How can trade unions protect our rights at work?         | What is Chem Sex and what do we mean when we talk about safe sex?                             |
| What is body positivity and why is this controversial? (obesity issues) | What is cyber crime?                                     |   |
| Personal Safety in the Wider World                                      | How can we successfully prepare for a job interview?     |   |
| Fertility and reproductive health issues (2 hours)                      | Globalisation – how does this affect us?                 |   |
| <b>NEW</b> – First Aid - CPR  | What is multiculturalism?                                |   |
|   | What is right-wing extremism?                            |   |
|   | Why is Health and Safety at work so important?           |   |







## Appendix 2: By the end of Primary Phase, pupils should know:

| Topic                                 | Pupils should know  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>  |

|                      |   |
|----------------------|---|
|                      | <ul style="list-style-type: none"> <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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>   |
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

## Appendix 3: By the end of Secondary Phase, 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> </ul> |

| Topic  | Pupils should know   |
|--|--|
|  | <ul style="list-style-type: none"> <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> |
| 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> </ul>   |

| Topic | Pupils should know   |
|-------|--|
|       | <ul style="list-style-type: none"> <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 4: Parent form - Withdrawal from sex education within RSE

| <b>To be completed by parents</b>  |  |       |  |
|--|--|-------|--|
| 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   |  |       |  |
| <b>To be completed by the school</b>   |  |       |  |
| Agreed actions from discussion with parents                                      |  |       |  |
| Staff signature  |  |       |  |