



SJWMS

Relationships, Health and Sex Education
(RHSE) Policy 2023/24

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Contents

- 1. Aims**
- 2. Statutory Requirements**
- 3. Policy Development**
- 4. Definition**
- 5. Delivery of Relationships and Sex Education**
- 6. Roles and Responsibilities**
- 7. Parent Right to Withdraw**
- 8. Training**
- 9. Monitoring arrangements**
- 10. Date for Review**
- 11. Appendix A- Relationships and Sex Education Curriculum for Tutorials**
- 12. Appendix B- Relationships and Sex Education Curriculum for Life Skills**
- 13. Appendix C- Relationships and Sex Education as per Government Framework**

1. Aims

SJWMS aims to ensure students are well prepared for the wider world and today's society through a full and thorough Relationships, Sex & Health Education (RHSE) curriculum. The curriculum has been carefully collated and developed in order to provide pupils with knowledge that will enable them to make educated decisions on aspects of life including relationships, social media, drugs and physical and mental health, as well as to inform and educate them on issues such as consent, bullying, gangs and discrimination. This knowledge and guidance will allow students to make sound decisions regarding complex contexts throughout their time at SJWMS and beyond, as well as enabling our youngsters to develop healthy, nurturing relationships and developing their ability to remain safe and make informed decisions in, and outside, of school. Students are given the skills to express and explain their own opinions (where applicable supporting them with evidence and examples) and to be able to compare these opinions to those of other individuals and groups within society. The curriculum is aligned with the Government's Statutory guidance on Relationships and Sex Education (RHSE) and is LGBTQ+ inclusive. (September 2020).

2. Statutory Requirements

Under sections 2.3 and 3.6 of the National Curriculum, RHSE is compulsory for all pupils within Secondary Education. This is statutory guidance from the Department of Education, which has been issued under Section 80A of the Education Act developed in 2002, and section 403 of the Education Act 1996.

3. Policy Development and Consultation

This policy is reviewed annually, and changes may be made at other times in response to changes in legislation. The initial creation of this policy, and any changes, was made in consultation with staff, students and parents. It was reviewed in detail at a meeting of our parents' association (the RMSA) on 2nd March 2020, discussed by our Student Council and explored by our teachers at a whole staff meeting.

4. Definition

Relationships, Sex & Health Education (RHSE) provides learning opportunities that focus on the emotional, social and physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and identity. RHSE involves a combination of sharing information and exploring issues and values. The RHSE curriculum is not about the promotion of sexual activity.

5. Delivery of Relationships and Sex Education

SJWMS adopts a four-tiered approach to the delivery of RHSE.

Firstly, students in Year 7 to 13 follow a **Tutorials** Scheme of Work, in which RHSE is fully embedded (see Appendix A for details of Tutorials RHSE related SoW) and a wide range of RHSE related topics are delivered by the Form Tutor and discussed as a Form Group. The school's Tutorial programme for Year 7-11 aims to reinforce the RHSE teaching that occurs within Life Skills lessons at KS3 and KS4.

The Tutorials SoW underpins the **Life Skills** SoW, in which RHSE is entrenched, and is delivered by fully trained and experienced subject teachers (see Appendix B for details of Life Skills RHSE related SoW). Life Skills is taught within timetabled lessons at KS3, KS4 and KS5 (up to Y12), by a

comprehensive Tutorial programme, external speakers and compulsory conferences at KS5. Both the Tutorials and Life Skills SoW are developed by subject specialists with the respective ages of the students being carefully considered. Life Skills fosters an environment of tolerance and dialogue rooted in an understanding of ourselves and others. It is fully inclusive of various LGBTQ+ groups within our society.

The third element of our RHSE provision is through **External Speakers** – the school regularly books visits and talks from outside organisations and experts in order to deliver on RHSE topics such as LGBT+, Drugs, Racism, Mental Wellbeing and Physical Health.

The fourth element of SJWMS's delivery of RHSE is through **Awareness Weeks/Days**. The school observes any relevant national awareness weeks or days, including 'Safer Internet Day' and 'Mental Health Awareness Week'. Students, staff and parents will receive various resources and input (via targeted and focused emails, links, assemblies and specifically designed tutorials) on the theme/topic to ensure wider awareness and education. The school's commitment to educating our community on RHSE topics is demonstrated through our National Online Safety School status, our Wellbeing Award for Schools and our UNICEF Rights Respecting School Award.

The direct delivery of RHSE is supplemented through various other subjects at SJWMS, ensuring that all students leave with an understanding of the topics laid out in the Relationships and Sex Education Government Framework (see Appendix C). These subjects include; Science, Psychology, Computing and Physical Education.

Under the Equality Act 2010 and Schools (May 2014), the school is free to include a full range of 'ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination'. The Act also allows schools to take positive action where appropriate to deal with particular disadvantages affecting one group because of a protected characteristic.

6. Roles and Responsibilities

I. The Governing Body

As well as fulfilling their legal obligations, the Governing Body will approve and ratify the RHSE policy.

II. The Headteacher and Deputy Headteacher (Designated Safeguarding Lead)

The Headteacher and Deputy Headteacher (DSL) are responsible for the initial collation of the RHSE policy and overseeing the development of this in discussion with staff, students and parents. They are also responsible for overseeing the Heads of Life Skills' delivery of the RHSE curriculum, and ensuring it is taught consistently across the school, meeting the needs of all students. The Headteacher and Deputy Headteacher (DSL) are also responsible for ensuring all staff have access to the necessary training and support in order to effectively deliver the RHSE content through Tutorials.

III. The Heads of Life Skills and Teachers of Life Skills

The Heads of Life Skills are responsible for the delivery and development of the RHSE curriculum, as well as ensuring it is taught consistently across the school and is meeting the needs of all students. The Heads of Life Skills are also responsible for ensuring appropriate training is accessed by Teachers of Life Skills, and liaising with the Headteacher and Deputy Headteacher (DSL) regarding any curriculum changes and additions.

IV. SENCO

The SENCO is responsible for liaising with the Heads of Life Skills, Teachers of Life Skills and Form Tutors where required to ensure students with SEN or any additional needs have full access to the

RHSE curriculum and delivery, and any barriers to learning are removed where possible. Lessons and SoW are designed to be inclusive and to direct pupils towards additional support where this may be required, in accordance with the Equality Act 2010 and Schools (May 2014) and the DfE's 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education', whereby schools must 'make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects'.

V. All Staff (including Form Tutors)

Staff are responsible for: Delivery of RHSE Tutorials and emphasising how to have sensitive discussions; Modelling positive attitudes towards RHSE; Providing quality first teaching, which emphasises high quality, inclusive teaching of all pupils in the class; Following the school's safeguarding policies when required; Engaging fully with training and CPD opportunities to support with RHSE delivery.

Staff do not have the right to opt out of teaching RHSE.

Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher or Deputy Headteacher (DSL).

VI. Pupils

Pupils are expected to fully engage in the RHSE curriculum provided. Students are aware of the need to treat others with respect and sensitivity.

7. Parent Right to Withdraw

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RHSE, but not Relationships or Health Education. These lessons are highlighted in yellow on **Appendix A - Relationships and Sex Education Curriculum for Tutorials**.

Please refer to the Government guidelines for further information regarding the right to withdraw using the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RHSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)

Requests for withdrawal should be made in writing and addressed to the relevant Head of Year. Heads of Year will discuss requests with parents and take appropriate action. A copy of the withdrawal request will be placed on the pupil's record and students will be provided with alternative work during these sessions by the Life Skills teacher or Form Tutor. Content we regard as 'sex' education is highlighted within Appendix A and B.

8. Training

Staff receive training on the RHSE framework and the content throughout the year as required and it forms part of the Staff CPD provision at INSET Days. Outside agencies may be invited, such as school nurses, sexual health professionals and Mental Health professionals to provide support and training to staff teaching RHSE. Life Skills specialists are also supported in the delivery of lessons on radicalisation and extremism by interactive resources provided by the University of Kent and work closely with advisors from Medway Health Directorate to ensure the school is meeting the needs of our pupils at a local level. All staff receive regular, rigorous Safeguarding and Child Protection training to ensure the safety of our students and school community.

9. The United Nations Convention on the Rights of the Child

The school is a designated UNICEF Rights Respecting School. This means that we are committed to ensuring that all students achieve and learn about their legal rights which are set out in the UN Convention on the Rights of the Child. This Rights Respecting School designation is reviewed every 4 years. This Policy supports article 24 of the UN Convention by educating students about health and wellbeing so that children can stay healthy.

10. Monitoring Arrangements

The delivery of RHSE is monitored by the Headteacher, Deputy Headteacher (DSL) and Heads of Life Skills, in discussion with Pastoral Leads, as well as through formal Lesson Observations, Learning Walks and Work Scrutinies. At each review, the Governing Body and Headteacher will approve the policy created

11. Date for Review

This policy will be reviewed annually in consultation with students, staff and parents – next review due on:

1st September 2024

11. Appendix A - Relationships and Sex Education Curriculum for Tutorials	
Year 7	RHSE Content
Term 1	Becoming an organised student (including): <ul style="list-style-type: none"> - Where to go if I need help - Making friends - Dealing with change - Mindfulness - Trustworthiness and respectful relationships - Healthy Friendships and banter (SG) - Attacking others to protect ourselves (AT)
Term 3	Positive/Growth Mindset (including): <ul style="list-style-type: none"> - Personal Strengths - Helpful Feedback v Unhelpful Criticism - Bullying and Social Media
Term 4	Families (including): <ul style="list-style-type: none"> - Different types of Family inc LGBTQ+ - Marriage - Religion and Marriage - Parents and Children - Bereavement - Homophobia (SG)
Term 5	<ul style="list-style-type: none"> - First Romantic Partners - Online privacy & grooming (SG) - Childline (SG)

	<ul style="list-style-type: none"> - Physical punishment (SG)
Term 6	<ul style="list-style-type: none"> - Pride Awareness Month - Positive bystanders (SG) - Questioning our identity (SG)
Year 8	RHSE Content
Term 1	<ul style="list-style-type: none"> - Disability Discrimination (SG)
Term 2	<ul style="list-style-type: none"> - Anti Bullying Week - Mental Health & Self Esteem (SG) - Eating Disorders (AT) - Online relationships with friends (SG) - Dealing with rejection (SG)
Term 3	Health (including): <ul style="list-style-type: none"> - Smoking - Alcohol - Drugs - Healthy Eating - Exercise and Personal Hygiene - Leisure Time
Term 4	Fundamental British Values (including) <ul style="list-style-type: none"> - Protected Characteristics - Respectful Relationships
Term 5	Social Media (including): <ul style="list-style-type: none"> - Advantages - Dangers - Body Image and use of sex in advertising - Radicalisation inc incels - Inappropriate Images - Self-Harm and Social Media - Waiting for intimacy - Healthy Friendships (SG) - Body Dysmorphia (SG)
Term 6	<ul style="list-style-type: none"> - Positive Bystanders (SG) - Sexual Harassment and Consent (SG) -
Year 9	RHSE Content
Term 1	<ul style="list-style-type: none"> - Transgender & Transphobia - Youth Mental Health Day (SG) - ADHD Awareness Month (AT)
Term 2	Religion and Identity (including): <ul style="list-style-type: none"> - Gangs and county lines - Circumcision - Cyber Bullying and Mental Health - Domestic Violence (SG) - Homelessness (SG)
Term 3	Health (including): <ul style="list-style-type: none"> - Sleep

	<ul style="list-style-type: none"> - Relaxation - Vaccinations - Risk of Obesity - Cancer - Safer Internet Day
Term 4	<ul style="list-style-type: none"> - Vaping & Cannabis Pens (SG) - County Lines & Trusting Friends (SG) - Online Romantic Relationships
Term 5	<p>Relationships (including):</p> <ul style="list-style-type: none"> - What does a positive relationship look like? - What does a positive relationship not look like? - Media portrayal of relationships and expectations - Different levels of intimacy - Being ready for intimacy inc LGBTQ+ - Sexual Harassment - Relationship Breakdown - Vaccination Information (AT) - Toxic friendships (SG)
Term 6	<ul style="list-style-type: none"> - Radicalisation including incels - Pride Awareness Month - Consent & Positive Bystanders (SG) - Catfishing (SG)
Year 10	RHSE Content
Term 1	<ul style="list-style-type: none"> - Seeking Support & Being a Bystander - Self Image (SG) - Online Misogyny - Toxic Masculinity
Term 2	<p>Living in the Wider World (including):</p> <ul style="list-style-type: none"> - Helpful Feedback v Unhelpful Criticism - Identifying Personal Strengths and Weaknesses - Prejudice and Discrimination inc LGBTQ+ - Cults - Positive Relationships - Mental Health & Healthy Coping Strategies (SG) - Cyber Bullying & Trolling (SG) - Dealing with rejection and heartache (SG)
Term 3	<ul style="list-style-type: none"> - Playing God inc fertility treatment inc LGBTQ+ - Shisha - Sexism Awareness (SG)
Term 4	<p>Health and Safety (including):</p> <ul style="list-style-type: none"> - Assessing Risk - Choking - Bleeding - Defibrillator - Child CPR - Muscle Strains - Gender Reassignment (SG)

	<ul style="list-style-type: none"> - Age Gap Relationships (SG) - Vaping & Unregulated Products (SG)
Term 5	Religion, Life and Death (including): <ul style="list-style-type: none"> - Age Restrictions - Abortion - Transplant and Donation - Pregnancy and Breast Feeding - Emotions and Feelings - Energy Drinks & Peer Pressure - Sexual Harassment (SG) - Sex and the Law
Term 6	Relationships (including): <ul style="list-style-type: none"> - Relationships inc LGBTQ+ - Controlling Relationships - Family inc LGBTQ+ - Visit to a sexual health clinic - STIs and Condoms inc LGBTQ+ - HIV inc LGBTQ+ and misconceptions - Pride Awareness Month - Body Image & Peer Pressure (SG) - Sexual Harassment (SG)
Year 11	RHSE Content
Term 1	<ul style="list-style-type: none"> - Everyday consent (SG) - Positive Relationships (SG) - Youth Mental Health Day (AT) - Positive Role Models (SG) - World Mental Health Day (AT)
Term 2	Adult Issues (including): <ul style="list-style-type: none"> - Sexting - Drugs - HIV inc. LGBTQ+ and misconceptions - Homophobic Bullying - World of Work - Economic Wellbeing - Movember (SG) - Vaping (SG) - Grief Awareness (SG) - Mental Wellbeing (SG)
Year 12	RHSE Content
Term 1	Transition and Independent Study Skills (including): <ul style="list-style-type: none"> - Cognitive Load and Retrieval Tasks - Retrieval tasks continued and Mental Health - Managing Workload - Youth Mental Health Day (SG) - Breast Cancer Awareness Month (SG) - Dealing with Rejection & Heartache (SG)

Term 2	<ul style="list-style-type: none"> - Toxic Friendships (AT) - Anti Bullying Week - Movember (SG) - Sexual Harassment in School (SG)
Term 3	Relationships (including): <ul style="list-style-type: none"> - Peer Respect - Toxic Friendships - Respecting other relationships inc. LGBTQ+ - Ending Relationships - Trust - Snus / Nicotine Pouches (SG) - Sexual Harassment in the wider community (SG) - Ending Relationships (SG)
Term 4	Lifestyle Choices (including): <ul style="list-style-type: none"> - Healthy Eating - Sleep Patterns – how to ensure quality rest - Body Language – sending mixed messages - Drugs and Alcohol - Gender Reassignment - Peer Pressure (SG)
Term 5	Employability + Lifestyle Choices (including): <ul style="list-style-type: none"> - Safety on the roads - Effects of Smoking - Sexism Awareness x2 (SG) - Stress (SG) - Mental Health Awareness Week - Reframing Negative Thoughts (SG) - Relaxation Techniques (AT)
Term 6	Post 18 Next Steps (including): <ul style="list-style-type: none"> - Post 18 Options Research - Age Gap Relationships (SG) - Consent (SG)
Year 13	RHSE Content
Term 1	POST 18 Next Steps (including): <ul style="list-style-type: none"> - Student finance + Next Steps - Mental Health - International Stress Awareness Week (AT)
Term 2	<ul style="list-style-type: none"> - Movember (SG) - Catfishing (SG) - Safe Dating (SG)
Term 3	Life after The Math (including): <ul style="list-style-type: none"> - Peer Pressure as you get older (SG) - Staying safe when drinking (SG)
Term 4	The 'Run-In' (including): <ul style="list-style-type: none"> - Healthy Eating - Cooking for Yourself - Food Hygiene - Prepping for Final Exams - What Failure Looks Like - Quitting Vaping (SG) - Calm / Mental Health (SG) - Nitrous Oxide (SG)
Term 5	Theme: Finals exams and leaving school

	<ul style="list-style-type: none"> - Confidence - Managing stress of final exams - Life Plan - What to do on Results Day - Clearing/Adjustment - Mental Health Awareness Week (SG) - End of Relationships (SG)
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12. Appendix B - Relationships and Sex Education Curriculum for Life Skills	
Year 7	RHSE Content
Term 1	Belief and Influences (including): <ul style="list-style-type: none"> - Where to go if you need help in areas relating to Life Skills - To consider who we are and what influences we have - Strategies to improve our learning using our knowledge of the brain
Term 3	Health and Community (including): <ul style="list-style-type: none"> - Examine what influences us and the decisions we make - Discussion of protected characteristics including sexual orientation and gender reassignment. - Discuss some of the main issues which affect our school community - To be able to understand the effects of smoking - To understand the physical effects of alcohol abuse - Understand the wider effects of alcohol abuse
Term 4	Health and Children's Rights (including): <ul style="list-style-type: none"> - To consider how healthy our lifestyles are and be able to suggest we could do to improve them and where we can seek help and support - To be able to suggest and explain different ways in which we can keep ourselves safe - To be able to explain the physical and emotional changes that occur during puberty inc. LGBTQ+ and how this links to sexual feelings - To be able to define the Universal Declaration of Human Rights and UNCRC, be able to discuss why rights are important and be able to explain why the rights of children need to be protected - To be able to analyse a range of different viewpoints on bullying - To be able to identify and explain a number of ways to tackle anxiety - To be able to give ways to build self-esteem
Year 8	RHSE Content
Term 1	Rules and Laws (including): <ul style="list-style-type: none"> - To understand the relevance of rules in school and be able to argue for the relevance of certain rules - To be able to describe how difficult it is to decide what is right and wrong - To be able to show our understanding of how laws can affect society - The Five Precepts, including 'Avoid harmful sexual activity' including upskirting, sexting, sexual harassment etc
Term 2	Systems of Government (including): <ul style="list-style-type: none"> - To be able to explain the system of government that we follow in the UK and to be able to give some advantages and disadvantages compared to other possible systems

	<ul style="list-style-type: none"> - Discussion of protected characteristics related to prejudice, discrimination and employment law. LGBTQ+ issues discussed.
Term 4	<p>Leadership (including):</p> <ul style="list-style-type: none"> - To explore what makes a good leader using examples from history
Term 5	<p>Human Values and Society (including):</p> <ul style="list-style-type: none"> - To consider how we can be active citizens within the UK - Radicalisation – Lesson on Radicalisation & The Law - Radicalisation –Lesson on Radicalisation & Grooming - To show understanding on how important events affect people’s lives
Term 6	<p>Buddhism - discussion of human values and character.</p> <ul style="list-style-type: none"> - Links made to meditation, mindfulness and wellbeing -
Year 9	RHSE Content
Term 1	<p>Suffering (including):</p> <ul style="list-style-type: none"> - To be able to explain what suffering is and what causes it - To be able to give a variety of responses to suffering - Persecution due to protected characteristics discussed during lesson on genocide.
Term 2	<p>Contraception and Careers (including):</p> <ul style="list-style-type: none"> - To be able to give ideas about how we can have positive relationships with our friends and family - To be able to describe and explain the advantages and disadvantages of a variety of different methods of contraception inc. LGBTQ+ - To be able to explain some different types of sexually transmitted infections and how they can be caught - Consent, Dealing with Rejection and sexual harassment
Term 4	<p>Drugs (including):</p> <ul style="list-style-type: none"> - To know what is meant by the term ‘drug’. Understand how drugs can be classified and have a brief knowledge of the law on drugs - To understand and explain the reasons for drug abuse and the impact drug abuse can have on people’s lives
Term 5	<p>Rights (including):</p> <ul style="list-style-type: none"> - To be able to discuss whether we should have the right to privacy and why the right to education (Article 24 of UNCRC) is important across the world - To be able to debate a variety of ethical situations and use moral decision-making tools to decide the correct actions.
Term 6	<p>Religion, Crime and Law (including):</p> <ul style="list-style-type: none"> - To be able to categorise different types of crimes including hate crimes. - Specific link to protected characteristics made during discussion of hate crimes. - To be able to debate different views, including religious views on capital punishment

Year 10	RHSE Content
Term 4	<p>Relationships (including):</p> <ul style="list-style-type: none"> - To be able to discuss what makes a relationship healthy or unhealthy - To be able to suggest what makes a strong family inc. LGBTQ+ - To be able to discuss the advantages and disadvantages of different methods of contraception and why the use of contraception is important inc. LGBTQ+ - To be able to discuss the concepts of gender equality and consent - Gender Inequality and Sex Crimes inc. LGBTQ+ - Sexual Harassment and Dealing with Rejection
Term 5	<p>Life and Death (including):</p> <ul style="list-style-type: none"> - To be able to explain different fertility treatments inc. LGBTQ+ - To be able to debate the topic of abortion
Term 6	<p>Moving Forward (including):</p> <ul style="list-style-type: none"> - To consider how to deal with the stress of exams and the run up to result day and what to do if things don't go to plan - To learn basic first aid in order to be able to help in an emergency situation including CPR.
Year 11	RHSE Content
Term 1	<p>Health (including):</p> <ul style="list-style-type: none"> - To be able to suggest and explain relevant mental health conditions and ways to protect our mental health - To be able to suggest reasons why people may self-harm and how we can identify and support this issue - To be able to explain why some young people may suffer with eating disorders and to suggest ways in which society could help to prevent this - To be able to use a visit from or lesson on the Samaritans to explain their work and the importance of this - To be able to explain the health consequences of taking a variety of illegal drugs - To be able to explain the legal and social consequences of taking illegal drugs and suggest options for helping addicts
Term 3	<p>Social Pressures (including):</p> <ul style="list-style-type: none"> - To be able to suggest some reasons why people join gangs and why gangs can be problematic for society - To be able to explain how some people are recruited into extremist groups and the social issues this can cause. - Specific links made to extremism and protected characteristics. - To be able to show understanding of the impact of a person's online profile - To be able to explain issues relating to our appearance and consider issues relating to pornography and the sharing of sexual images - To be able to identify some different ways in which young people could be exploited

	<ul style="list-style-type: none"> - To be able to explain how and why gambling can become an addiction and the consequences of having a gambling addiction as well as religious responses to gambling - Use of online platforms to Radicalise - Extremism/Extremist Groups (including Incels)
Term 5	<p>Preparing for the Future (including):</p> <ul style="list-style-type: none"> - To recap how to stay healthy and focussed and get the most out of the revision period - Identify signs of exam stress in yourself and spot the signs of it in others - Know who to ask for advice and where to look for guidance on exam stress, including on the Rise Above website - Select and use strategies to help them manage exam stress, including revision techniques - To recognise some possible courses of action for when things don't go to plan - To be able to recognise the difference between a feeling of anxiety that can be difficult but positive and an anxiety disorder
Sixth Form	RHSE Content
Term 1	<ul style="list-style-type: none"> - Working together productively - healthy relationships - Relationships and consent incl LGBTQ+ - Pressures and expectations - Sexuality and gender
Term 2	<ul style="list-style-type: none"> - Contraception incl focus on LGBTQ+ - Drugs alcohol and tobacco - links to mental health and positive choices - Drugs alcohol and tobacco: the law and dealing with emergencies
Term 3	<ul style="list-style-type: none"> - Emotional wellbeing and stress - links to healthy choices and causes of stress including sexuality - Emotional wellbeing: strategies and support - Physical health and nutrition incl disordered eating
Term 4	<ul style="list-style-type: none"> - Risk and safety 1 - healthy risk taking - Risk and safety 2 - healthy risk taking - Personal identity incl protected characteristics
Term 5	<ul style="list-style-type: none"> - Communities incl protected characteristics - Independence - choices - You as a worker - choices
Term 6	<p>Year 12 Life skills and Post 18 destinations day: Outside speaker - Christian prison chaplain (ex Buddhist) featuring discussion of misogyny, crime, forgiveness and rehabilitation.</p> <ul style="list-style-type: none"> - Misogyny/sexism workshop - UCAS and careers
External Speaker	STIs and chlamydia screening
External Speaker	Sex Education
External Speaker	Cancer
External Speaker	Road Safety

EXternal Speaker	Radicalisation
External Speaker	Drugs

13. Appendix C - Relationships and Sex Education as per Government Framework	
By the end of secondary school:	
Families	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships inc. LGBTQ+ • 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
Respectful Relationships, including Friendships	<p>Pupils should know:</p> <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	<p>Pupils should know</p> <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

	<ul style="list-style-type: none"> • 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.
Being Safe	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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 and menopause • 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 inc. for LGBTQ+ • 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.
Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others

	<ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical Health and Fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, Alcohol and Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and Prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing

	<ul style="list-style-type: none">• the main changes which take place in males and females, and the implications for emotional and physical health
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