

# Trust Policy

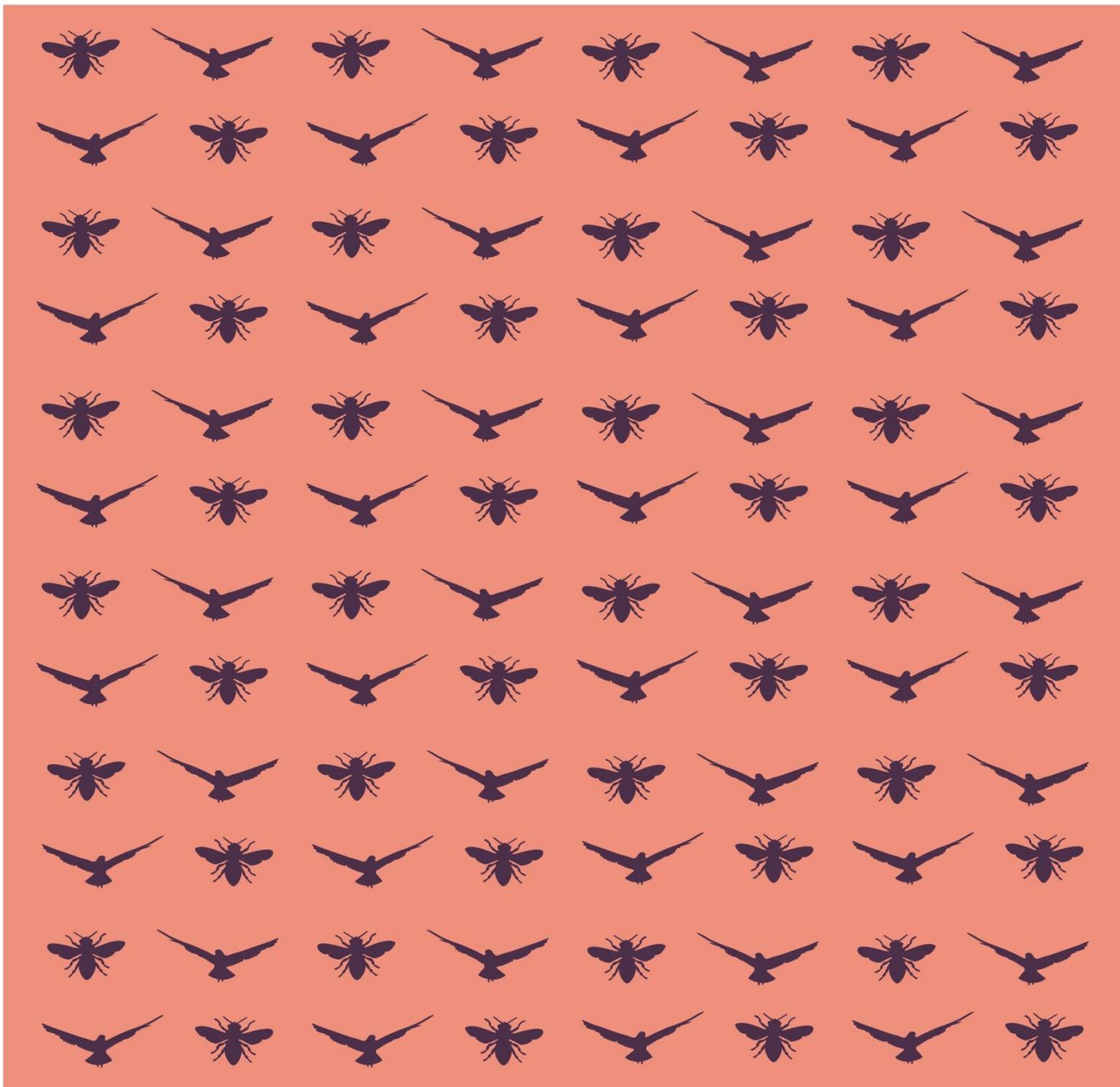
## Relationships and Sex Education Policy (Secondary)



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### Contained within this document:

Full guidance of the delivery of RSE in Nova secondary schools



# Relationships and Sex Education Policy (Secondary)



## Policy/Procedure management log

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## 1. Introduction

At Nova Education Trust we, along with all of our academies, are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

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

This policy outlines how we teach RSE at Meden School.

## 2. Aims

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

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

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Meden School, our Personal Development curriculum underpins our school values of aspiration, excellence, and achieve. Our ambition is to develop students who understand how to be safe and happy, whilst also appreciating the challenges of the world around them. This includes challenging misconceptions, stereotypes and inequalities of the wider world. Our Personal Development lessons teach our students core knowledge and understanding that will allow them to live healthy, fulfilled lives. The lessons have been sequenced as such to develop student knowledge throughout all key stages of their time at Meden School.

### 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 Meden School 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 is taught during tutorial time at all key stages. Students explore RSE with their tutors. The curriculum has been built as a spiral approach, where topics are revisited in increasing depth and age appropriateness, as students progress through the key stages.

High quality first teaching, is the starting point to ensure accessibility for all pupils. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

## 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 are 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/non-science components of RSE (see section 11).

### 10.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Tutors are responsible for teaching RSE at Meden, but this has been carefully planned for by the RSE lead.

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

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

## **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>

## Appendix 2: Curriculum map

Medium term plans detailing lesson content can also be found on the Meden school website.

## Appendix 3

### Meden School Long Term Plan

Lead Teacher: Michael Sylvester

Scheme of work for each year group outlining subject content, method of delivery and details.

#### KEY

<b>Careers education/ work experience and personal finance</b>	Careers education and work experience taught in careers lessons during tutorial once a week. Personal finance taught in PD lessons.
<b>Fundamental British values</b>	Taught in Personal Development lessons and in RE
<b>Sex and relationships education</b>	Taught in Personal Development lessons
<b>Citizenship</b>	Taught in Personal Development lessons and in RE
<b>PSHE</b>	Taught in Personal Development lessons Cross curricular links to science and physical education

	Half term 1. September to October	Half term . October to December	Half term. January to February.	Half term. February to March	April to May	June to July
7	<p>Topic 1 How does the law impact on relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is marriage important?</li> <li><input type="checkbox"/> What is a hate crime?</li> <li><input type="checkbox"/> Why is it important to be aware of hate crime?</li> <li><input type="checkbox"/> How can sexting damage relationships?</li> <li><input type="checkbox"/> What is democracy?</li> </ul>	<p>What are respectful relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positive and healthy friendships</li> <li><input type="checkbox"/> Types of bullying</li> <li><input type="checkbox"/> Different national, ethnic and religious identities</li> <li><input type="checkbox"/> Improving the community</li> </ul>	<p>Intimate &amp; sexual relationships, Health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the characteristics and positives of one-to-one relationships?</li> <li><input type="checkbox"/> Exercise and mental health.</li> <li><input type="checkbox"/> Puberty and emotional changes including menstrual wellbeing</li> </ul>	<p>Online and Media. LGBTQ rights and issues.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rights, responsibilities and opportunities online.</li> <li><input type="checkbox"/> Challenging homophobia</li> <li><input type="checkbox"/> Physical health (dental sun safety)</li> <li><input type="checkbox"/> Recognising your money personality</li> </ul>	<p>Being Safe and how the UK works.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forced marriage</li> <li><input type="checkbox"/> Honour-based violence</li> <li><input type="checkbox"/> FGM</li> <li><input type="checkbox"/> How do we cope with our mental health? Eating disorders &amp; self-harm.</li> </ul>	<p>Families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Roles and responsibilities of parents in bringing up children.</li> <li><input type="checkbox"/> Dealing with bereavement</li> <li><input type="checkbox"/> First aid</li> </ul>
8	<p>How does the law impact on relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is sexuality and sexual orientation?</li> <li><input type="checkbox"/> What is gender identity?</li> <li><input type="checkbox"/> How to be aware of criminal exploitation.</li> <li><input type="checkbox"/> FGM – what is it, why is it so serious and what can we all do to help?</li> <li><input type="checkbox"/> Democracy – how would you do it?</li> <li><input type="checkbox"/> The dangers of alcohol and smoking.</li> </ul>	<p>What are respectful relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is respect and tolerance important? (Uniqueness) Who can be impacted by a lack of respect and tolerance?</li> <li><input type="checkbox"/> Why is equality important in Britain?</li> </ul>	<p>Intimate &amp; sexual relationships, Health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can we identify and manage peer pressure including gambling</li> <li><input type="checkbox"/> Managing peer pressure – nude image sharing (sexting).</li> <li><input type="checkbox"/> Identify mental health issues and respond to them</li> <li><input type="checkbox"/> Puberty and emotional changes</li> </ul>	<p>Online and Media. LGBTQ rights and issues.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What online risks are there?</li> <li><input type="checkbox"/> How is information and data shared and used online?</li> <li><input type="checkbox"/> Challenging homophobia (gay rights)</li> <li><input type="checkbox"/> How to budget and make effective financial decisions</li> </ul>	<p>Being Safe and how the UK works.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is emotional abuse?</li> <li><input type="checkbox"/> What is physical and sexual abuse?</li> <li><input type="checkbox"/> What is coercion?</li> <li><input type="checkbox"/> How can you contribute to the wider community?</li> </ul>	<p>Families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to determine whether someone is trustworthy</li> <li><input type="checkbox"/> First aid</li> <li><input type="checkbox"/> Dealing with bereavement</li> </ul>
9	<p>How does the law impact on relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is consent an important part of a relationship?</li> <li><input type="checkbox"/> Why is violence against women and girls such an important issue?</li> <li><input type="checkbox"/> Why can pornography be damaging to relationships?</li> <li><input type="checkbox"/> Why could watching pornography be dangerous?</li> <li><input type="checkbox"/> Why is the rule of law important in the UK?</li> <li><input type="checkbox"/> The law relating to the supply, use and misuse of legal and illegal substances.</li> </ul>	<p>What are respectful relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it difficult to end a relationship? How should this be done?</li> <li><input type="checkbox"/> How to manage conflict well.</li> <li><input type="checkbox"/> Why is conflict management important?</li> <li><input type="checkbox"/> Holding those in power to account</li> </ul>	<p>Intimate &amp; sexual relationships, Health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the characteristics and positives of one-to-one relationships?</li> <li><input type="checkbox"/> Intimacy without sex and contraceptive choices</li> <li><input type="checkbox"/> What is an STI?</li> <li><input type="checkbox"/> How can someone keep the intimate areas on their body healthy?</li> <li><input type="checkbox"/> The impact of sleep on health and mental wellbeing (including diet).</li> </ul>	<p>Online and Media. LGBTQ rights and issues.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing material with others online</li> <li><input type="checkbox"/> Coming out in sport</li> <li><input type="checkbox"/> Gender neutral fashion</li> <li><input type="checkbox"/> Understanding bank accounts and savings</li> </ul>	<p>Being Safe and how the UK works.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is sexual consent?</li> <li><input type="checkbox"/> What is sexual exploitation?</li> <li><input type="checkbox"/> What happens if you don't get consent?</li> <li><input type="checkbox"/> Why is the rule of law important in Britain?</li> </ul>	<p>Families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term relationships and their legal status</li> <li><input type="checkbox"/> Are e-cigarettes damaging?</li> <li><input type="checkbox"/> First aid</li> </ul>

	Half term 1. September to October	Half term . October to December	Half term. January to February.	Half term. February to March	April to May	June to July
10	<p>How does the law impact on relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is substance misuse and what issues can it cause?</li> <li><input type="checkbox"/> How do criminal gangs exploit children?</li> <li><input type="checkbox"/> How to spot the signs of criminal exploitation</li> <li><input type="checkbox"/> What are the positives and negatives of UK democracy?</li> </ul>	<p>What are respectful relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is sexual harassment?</li> <li><input type="checkbox"/> Why is sexual harassment an issue today?</li> <li><input type="checkbox"/> Criminal relationships – what are they?</li> <li><input type="checkbox"/> What is Britain's relationship with the EU?</li> <li><input type="checkbox"/> What is Britain's relationship with the UN?</li> </ul>	<p>Intimate &amp; sexual relationships, Health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is pregnancy a significant life choice?</li> <li><input type="checkbox"/> Fertility and routes to parenthood.</li> <li><input type="checkbox"/> Addictive behaviours (social media/ gaming)</li> <li><input type="checkbox"/> What concerns do people have about their bodies</li> </ul>	<p>Online and Media. LGBTQ rights and issues.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Impacts of viewing harmful content</li> <li><input type="checkbox"/> What effect do relationships have on our health?</li> <li><input type="checkbox"/> STI's – what impact can they have on you and how can you reduce risks?</li> <li><input type="checkbox"/> Why is LGBTQ+ history month important?</li> <li><input type="checkbox"/> How and why does the LGBTQ+ community face discrimination?</li> <li><input type="checkbox"/> What is financial risk and security?</li> </ul>	<p>Being Safe and how the UK works.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can assumptions be bad for sexual encounters?</li> <li><input type="checkbox"/> How can communication and respect be important when giving consent?</li> <li><input type="checkbox"/> Influencing decision making through the democratic process</li> <li><input type="checkbox"/> What are the risks associated with cosmetic and aesthetic procedures?H3</li> </ul>	<p>Families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The different types of committed relationships and how these contribute to happiness.</li> <li><input type="checkbox"/> Domestic violence</li> <li><input type="checkbox"/> First aid</li> </ul>
11	<p>How does the law impact on relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is abortion</li> <li><input type="checkbox"/> What is the legality of abortion in the UK?</li> <li><input type="checkbox"/> Why is it important to understand the dangers of extremism and radicalisation?</li> <li><input type="checkbox"/> Types of government around the world</li> </ul>	<p>What are respectful relationships?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can stereotypes be damaging to relationships?</li> <li><input type="checkbox"/> How do the media portray relationships?</li> <li><input type="checkbox"/> Why can pornography be damaging to relationships?</li> <li><input type="checkbox"/> What is meant by cultural harmony and why is it important?</li> <li><input type="checkbox"/> How important is Britain's relationship with the commonwealth?</li> </ul>	<p>Intimate &amp; sexual relationships, Health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is it important to use contraception?</li> <li><input type="checkbox"/> Can STI's impact fertility?</li> <li><input type="checkbox"/> What is capacity to consent?</li> <li><input type="checkbox"/> What does grief feel like?</li> </ul>	<p>Being safe</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How can I set myself up for financial independence?</li> <li><input type="checkbox"/> What problems can be caused by binge drinking?</li> <li><input type="checkbox"/> What are the dangers of smoking and using e-cigarettes?</li> <li><input type="checkbox"/> Staying healthy (using the NHS)</li> </ul>		

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
12	<u>Diversity and Equality in the UK</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diversity and Equality in the UK</li> <li><input type="checkbox"/> Masculinity and Men</li> <li><input type="checkbox"/> Knife Crime and Safety</li> <li><input type="checkbox"/> Dealing with anger and frustration</li> <li><input type="checkbox"/> How is Cancer Diagnosed</li> <li><input type="checkbox"/> Medical Ethics and Blood Donation</li> </ul>	<u>Drugs &amp; Risk Education</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drugs, alcohol and safety</li> <li><input type="checkbox"/> Substance Misuse</li> <li><input type="checkbox"/> Drugs and their effects</li> <li><input type="checkbox"/> Drugs and their classifications</li> <li><input type="checkbox"/> Drugs Education - Exploring MDMA, Ecstasy</li> </ul>	<u>Health &amp; Wellbeing</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health and Wellbeing</li> <li><input type="checkbox"/> Immunisation &amp; Vaccination</li> <li><input type="checkbox"/> Eating Disorders and the Science behind them</li> <li><input type="checkbox"/> Stress Management</li> <li><input type="checkbox"/> Healthy eating - Cholesterol</li> </ul>	<u>Personal finance</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taxes and the UK</li> <li><input type="checkbox"/> Banks and Money</li> <li><input type="checkbox"/> Paperwork and Employment</li> </ul>	<u>Revisiting Sexual Health Education</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of Sexual Health</li> <li><input type="checkbox"/> Revisiting Contraception</li> <li><input type="checkbox"/> Respect and Relationships</li> </ul>
13	<u>Drugs and their classifications</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drugs and their classifications</li> <li><input type="checkbox"/> Drugs - Festivals and Nitrous Oxide</li> <li><input type="checkbox"/> Drugs - Cannabis Products</li> <li><input type="checkbox"/> Drugs - The War on drugs</li> <li><input type="checkbox"/> Drugs - New Psychoactive Substances (NPS)</li> <li><input type="checkbox"/> Drugs - Exploring date rape drugs - GHB (&amp; GBL)</li> <li><input type="checkbox"/> Drugs - Crack Cocaine</li> <li><input type="checkbox"/> Drugs - Exploring Heroin</li> </ul>	<u>Revisiting Sexual Health Education</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Online Pornography</li> <li><input type="checkbox"/> Fertility and what impacts it</li> <li><input type="checkbox"/> Revisiting STI's</li> </ul>	<u>Emotional Wellbeing</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental Health Nature Vs Nurture</li> <li><input type="checkbox"/> Looking after Health and Wellbeing</li> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Improving Body Image</li> <li><input type="checkbox"/> Stress Life Events Exercise and Sleep</li> <li><input type="checkbox"/> Stress Management</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	