

Relationships and sex education policy

This policy has been drawn up in consultation with staff and senior leaders of The Marsh Academy. It has been written in accordance with the levelling up principle of The Marsh Academy Single Equalities Scheme and takes account of the nine equalities strands – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The impact of this policy on the nine equalities strands will be reviewed and reasonable adjustments made if any detriment occurs.

Aims

The aims of relationships and sex education (RSE) at the academy are to:

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

This directly relates to the values and ethos of the Academy to:

- Value the individual
- Achieve potential
- Prepare for the future
- Enhance the community

Statutory requirements

As a secondary academy we must provide RSE to all students as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At The Marsh Academy we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process has involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations
3. Parents / stakeholder consultation – parents and any interested parties have been invited to comment on the policy
4. Student consultation – we have asked students what they want from their PSHE and RSE provision
5. Ratification by governors once amendments have been made

Definition

RSE is about the emotional, social and cultural development of students, 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.

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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

Delivery of RSE

RSE is predominantly 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) or during tutorial time.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

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).

The content delivered to students at Key Stage 3 will be revisited in an age appropriate way throughout Key Stage 4/5. This will predominantly be through tutor time and assemblies.

Roles and responsibilities

The Governing Body

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

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Students

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

SEND students should follow the same RSE programme as all other students. When appropriate and to ensure the RSE curriculum is accessible for all students, teaching may be differentiated and content adapted to meet the needs of SEND students. This will be done on a case by case basis through collaboration between the PSHE lead and SENCO.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. 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 3 of this policy and addressed to the Principal.

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

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

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.

Monitoring arrangements

The delivery of RSE is monitored by Sally Cavanagh, SLT lead for PSHE through:

- Ongoing learning walks
- Planning scrutinies
- Student work scrutines
- Curriculum reviews

Students' development in RSE is monitored by class teachers and tutors as part of the internal assessment systems.

This policy will be reviewed by Sally Cavanagh, SLT lead for PSHE at least annually. At every review, the policy will be approved by the Principal and the governing board.

Appendix 1: Curriculum map

Subject: PSHE – Y7 – 1 hr every 2 wks

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic: Health and Wellbeing (individual liberty) 6, 8, 9, 11	Topic: Bullying 2	Topic: Positive Relationships (individual liberty) 1, 2	Topic: Community Presence	Topic: Ethical and Moral Values / Rights and Responsibilities	Topic: Online Safety 3, 4, 7
Brief Description of Content: 1-2. Topic: Balanced Diet and Exercise 3-4. Topic: Personal Hygiene 5-6. Topic: Mental Health	Brief Description of Content: 1-2. Topic: What is bullying? 3-4. Topic: Effects of bullying 5-6. Topic: Behind the bully	Brief Description of Content: 1-2. Topic: Different Types of Relationships 3-4. Topic: Positive and Negative Relationships 5-6. Topic: Peer Pressure	Brief Description of Content: 1-2. Topic: Highway code and Bike Safety 3-4. Topic: Acceptable vs Antisocial Behaviour 5-6. Topic: Caring for Your Community	Brief Description of Content: 1-2. Topic: Moral Values in Different Cultures 3-4. Topic: Differences in Rights and Responsibilities 5-6. Topic: Civilians Rights and Responsibilities	Brief Description of Content: 1-2. Topic: The Dangers of Social Media 3-4. Topic: Digital Footprint 5-6. Topic: Online Grooming and Reporting Abuse
Cross Curricular Links: Science / Food Tech / PE	Cross Curricular Links: SMSC	Cross Curricular Links: SMSC / RSE	Cross Curricular Links: Geography / Science	Cross Curricular Links: History / Law	Cross Curricular Links: IT
Key Terms/ Stretch Vocabulary Fitness Diet Wellbeing Hygiene	Key Terms/ Stretch Vocabulary Respect Kindness Awareness Reporting Support	Key Terms/ Stretch Vocabulary Healthy / Unhealthy Professionalism Kindness Respect Peer Pressure Awareness	Key Terms/ Stretch Vocabulary Safety Responsibility Communication Respect Consideration Environment	Key Terms/ Stretch Vocabulary Ethical / Moral Values Consideration Rights / Responsibilities Citizen	Key Terms/ Stretch Vocabulary Safety Social Media Aware Abuse / Grooming Reporting
Learning Descriptor (LO) To be able to make informed choices about our personal health and wellbeing and explain reasons for our choices.	Learning Descriptor (LO) To know how to be respectful of others.	Learning Descriptor (LO) To know what a healthy relationship consists of and recognise signs of an unhealthy relationship.	Learning Descriptor (LO) To know how to be a considerate and respectful member of a community.	Learning Descriptor (LO) To know of our rights and responsibilities as a civilian.	Learning Descriptor (LO) To know how to keep ourselves and others safe online.
Behaviour for Learning: A GOOD COMMUNICATOR	Behaviour for Learning: ORGANISED	Behaviour for Learning: SELF-AWARE	Behaviour for Learning: DRIVEN	Behaviour for Learning: RESILIENT	Behaviour for Learning: SELF-ASSURED

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Subject: PSHE – Y8 – 1 hr every 1 wk

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic: Mental Health 6	Topic: Equality and Diversity (mutual respect / tolerance of those with different faiths & beliefs, and those without faith)	Topic: 'Emergency Action' and the Emergency Services 4, 12	Topic: Crime and the Legal System (the rule of law) (democracy)	Topic: Sex and Relationships Education (individual liberty) (the rule of law) 1, 2, 5, 13	Topic: Grief and Coping with Loss 1, 2, 6
Brief Description of Content: Topic: Different Mental Health Issues Topic: Signs and Symptoms Topic: Supporting Yourself Topic: Supporting Others Topic: Self-Harm and Suicide Prevention Topic: Improving and Maintaining our Mental State	Brief Description of Content: Topic: What is Equality and Diversity Topic: Understanding Prejudice and Discrimination Topic: Am I discriminating? Topic: Respecting different Races / Cultures Topic: Respecting LGBTQ+ Community Topic: Consequences of Discrimination	Brief Description of Content: Topic: Fire Safety Topic: First Aid Topic: Self Defence / Keep Safe Topic: NHS Services Topic: 999 and Alternatives Topic: Misuse of Emergency Services	Brief Description of Content: Topic: Anti-Social Behaviour and Petty Crime Topic: Reporting a Crime Topic: Responsibility and Accountability Topic: Trial and Punishment Topic: What is Prison Like? Topic: After-Effects of Crime	Brief Description of Content: Topic: Puberty and Hormones Topic: Managing Our Emotions Topic: Positive and Negative Relationships Topic: Consent and Appropriate Contact Topic: Domestic Abuse Topic: Laws on Relationships	Brief Description of Content: Topic: Different Types of Grief and Loss Topic: How to Support Yourself Topic: How to Support Others Topic: Impacts on Mental Health Topic: How Different Cultures Say Goodbye Topic: Afterlife
Cross Curricular Links: SMSC	Cross Curricular Links: RE	Cross Curricular Links:	Cross Curricular Links: Law / Citizenship	Cross Curricular Links: RSE / Science	Cross Curricular Links: RE
Key Terms/ Stretch Vocabulary Wellbeing Support Awareness Recognition Prevention	Key Terms/ Stretch Vocabulary Tolerance Acceptance Equality Diversity Prejudice Discrimination	Key Terms/ Stretch Vocabulary Reaction Responsibility Safety	Key Terms/ Stretch Vocabulary Crime Law Responsibility / Accountability Punishment Consequences Reporting	Key Terms/ Stretch Vocabulary Healthy / Unhealthy Consent Aware Change Understanding Acceptance	Key Terms/ Stretch Vocabulary Grief / Loss Emotions Support
Learning Descriptor (LO) To understand how to care for our own mental health and	Learning Descriptor (LO) To understand and be accepting of how we are all different as individuals, and	Learning Descriptor (LO) To know how to respond to situations safely and responsibly.	Learning Descriptor (LO) To know how to be a responsible and law-abiding citizen.	Learning Descriptor (LO) To know how to be respectful of ourselves and	Learning Descriptor (LO) To be able to recognise strong emotions and identify ways of managing these positively.

support the wellbeing of others.	challenge prejudice and discrimination in an appropriate manner.			understanding of the changes we go through as young adults.	
Behaviour for Learning: A GOOD COMMUNICATOR	Behaviour for Learning: ORGANISED	Behaviour for Learning: DRIVEN	Behaviour for Learning: RESILIENT	Behaviour for Learning: SELF-AWARE	Behaviour for Learning: SELF-ASSURED

Subject: PSHE – Y9 – 1 hr every 1 wk

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic: Mental Health 6	Topic: Self Image (individual liberty) 3	Topic: Personal Accounting	Topic: Drugs and Alcohol Abuse (individual liberty) (the rule of law) 4, 6, 10, 11	Topic: Sex and Relationships Education (individual liberty) (the rule of law) 1, 2, 5, 6, 8, 11	Topic: Community Project
Brief Description of Content: Topic: Different Mental Health Issues Topic: Signs and Symptoms Topic: Supporting Yourself Topic: Supporting Others Topic: Self-Harm and Suicide Prevention Topic: Improving and Maintaining our Mental State	Brief Description of Content: Topic: What Does my Look Say About Me? Topic: Body Language and Communication Topic: Professional Image Topic: Self-Confidence Topic: Pressures of the Media Topic: Our Right to be Individual	Brief Description of Content: Topic: Earning Money Topic: Managing a Household Financially Topic: Taxes Topic: Family Expenditure Topic: Budgeting Topic: Debt	Brief Description of Content: Topic: Understanding Addiction Topic: Signs of Addiction Topic: Symptoms of Drug Misuse Topic: Supporting Someone with Addiction Topic: Consequences of Drug Misuse Topic: Who Does Addiction Effect?	Brief Description of Content: Topic: Positive and Negative Relationships Topic: Am I Ready? Topic: Sex Education Topic: Parenthood and Family Planning Topic: Consent and Appropriate Contact Topic: Domestic and Sexual Abuse / Assault (FGM)	Brief Description of Content: Students need to identify an area in-need within their local community and create a project which aims to help. Group work, progress outside of school documented with photos. All external companies / connections must be approved by staff.
Cross Curricular Links: SMSC	Cross Curricular Links: RE	Cross Curricular Links: Maths	Cross Curricular Links: Science / Law	Cross Curricular Links: RSE	Cross Curricular Links: SMSC / Citizenship / Geography / English
Key Terms/ Stretch Vocabulary Wellbeing Support Awareness Recognition Prevention	Key Terms/ Stretch Vocabulary Confidence Individuality Peer Pressure Impressions Approach Communication	Key Terms/ Stretch Vocabulary Accounting Finances Budgeting Responsibility Tax Debt	Key Terms/ Stretch Vocabulary Misuse Addiction Crime / Law Consequences Aware Support	Key Terms/ Stretch Vocabulary Safe Responsible Understanding Consequences Aware	Key Terms/ Stretch Vocabulary Selflessness Beneficial Community

Learning Descriptor (LO) To understand how to care for our own mental health and support the wellbeing of others.	Learning Descriptor (LO) To be confident in ourselves, our approach and our public presence.	Learning Descriptor (LO) To know what contributes to an financially stable household.	Learning Descriptor (LO) To be able to assess and manage risks associated with personal lifestyle choices.	Learning Descriptor (LO) To know how to be safe and responsible within a relationship and understand the risks of an unsafe or unhealthy relationship.	Learning Descriptor (LO) To be able to identify, plan and conduct a project that aims to help part of a community.
Behaviour for Learning: A GOOD COMMUNICATOR	Behaviour for Learning: ORGANISED	Behaviour for Learning: DRIVEN	Behaviour for Learning: RESILIENT	Behaviour for Learning: SELF-AWARE	Behaviour for Learning: SELF-ASSURED

Keys:

Highlighted Text: Potentially external Speakers (**blue:** multiple external speakers for small group work)

Blue Text: British Values

Red Text: Cultural Capital

Green Text: Compliant with Statutory GOV Guidance:

Relationships

1. Families
2. Relationships
3. Online and Media
4. Being Safe
5. Intimate and Sexual Relationships

Physical Health and Mental Wellbeing

6. Mental Wellbeing
7. Internet Safety and harm
8. Physical health and fitness
9. Healthy Eating
10. Drugs, Alcohol and Tobacco
11. Health and Prevention
12. Basic First Aid
13. Changing Adolescent Body

KS3 Tutorial PSHE 2020-2021

Keys: Red - SMSC: Spiritual, Moral, Social and Cultural Green - FBV: Democracy, Rule of Law, Respect, Tolerance, Individual Liberty

Week Beg.	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/10/20	26/10/20	3/11/20	9/11/20
Theme	Good Start	Imagination	Health	Environment	Listening	Understanding	Rule of Law	Spiritual	Beliefs	Loyalty
National Event	National Read a Book Day (6 th) International Literacy Day (8 th)	Roald Dahl Day (13 th)	National Hygiene Week	Bike to School Week World Recycle Week	ADHD Awareness Month International Day of Older Persons (1 st)	Anti Bullying Month Black History Month	National Braille Week Child Health Day 5 th Dyspraxia Awareness Week Dyslexia Awareness Week	Conflict Resolution Day (17 th) Anti-Slavery Day (18 th)	HALF TERM Visit at end of Term 1	Remembrance Day (10 th) World Kindness Day (13 th)
Focus	Explore importance of reading and literature in education and brain development.	Encouraging creativity. Artworks of Quentin Blake could also be explored.	Explore elements of bodily and dental hygiene. References can be made to handwashing emphasis.	Explore and practice ways we can care for our environment. Investigate global warming.	Discuss ways in which we are all different, and the importance of embracing and accepting our differences.	Discuss ways in which we are all different, and the importance of embracing and accepting our differences.	How can conflict because of bullying and discrimination be resolved? Look into the laws around bullying and discriminations, and the consequences.	Explore the organs of Halloween and discuss spirituality. How do we embrace spirituality today?	Look into the story behind Guy Fakes night and how this was influenced by personal beliefs. What are the dangers of actions based on belief?	Time to reflect on the loyalty and bravery those who fought, What can we learn from them and apply to our everyday lives?
Week Beg.	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	5/1/21	11/1/21	18/1/21	25/1/21	1/2/21
Theme	Safety	Family	Social	Moral	Community	Reflection	Vision	Democracy	Suffering	Awareness
National Event	Road Safety Week	World Adoption Day (23 rd)	Grief Awareness Week International Volunteers Day (5 th)	Human Rights Day (10 th)	Christmas Jumper Day (14 th)	New Year	Martin Luther Kings Birthday (15 th)	Democracy Day 2015 (20 th)	Holocaust Memorial Day (27 th)	Safer Internet Day (2 nd)
Focus	Discuss the rule of road safety, the importance of following these rules and the risks if not.	What makes a family? Explore all types of family units.	Encourage volunteering to help those in need. These acts should show kindness and compassion.	What are morals? How are they different from rights? What are our human rights? What are your morals?	Explore the wider meanings of the word community and how Christmas Jumper Day aims to help this.	Reflect on last year's successes and downfalls. How can we improve this year?	What were the goals of MLK and his motivations behind them? What can vision (drive and determination) do?	Anniversary with Montfort's Parliament which invited representatives to discuss matters of National Concern. This is said to be what paved the way to democracy.	Explore the history. What suffering did they go through? Why? What suffering happens today? Why?	Better awareness of how to be safer online and the risks if safe internet usage is not followed.
Week Beg.	8/2/21	23/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	19/4/21	26/4/21	4/5/21
Theme	Culture	Support	Kindness	Forgiveness	Love	Wonder	Dreams	Imagination	Pride	Individual Liberty
National Event	Chinese New Year Year of the Ox Begins (12 th)	National Wear Red Day (26 th)	St David's Day (1 st)	Commonwealth Day 8 th	Mother's Day (14 th)	World Meteorological Day (23 rd)	Easter Monday (5 th)	National Pet Month	DNA Day (25 th)	VE Day Anniversary (8 th)
Focus	Look into the traditions of Chinese New Year, discuss the importance of being tolerant and respectful of other cultures.	Showing support for heart charities by wearing red.	Use St David's quote of 'do little things in life' to encourage small acts of kindness every day	What is the Commonwealth? Why are they so important? Discuss the forgiveness some nations may have shown when joining forces, despite previous conflicts.	Is Mother's day just for Mums? Who else can this day be about? Why? Why do we celebrate this?	Explore the expanse of space and the multiple theories of what occupies it. Space is a wonder because of its mysteriousness, what else do we find wonderful?	Great time to reflect on our youth and the magic young people embrace during Easter. Why can this sometimes be important to embrace in adulthood? How?	Write a creative story involving a Pet	Write the story behind your DNA.	Celebrate that we have individual liberty because of the bravery of soldiers during the war.
Week Beg.	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21	19/7/21
Theme	Sacrifice	Communication	Prejudice	Bravery	Trust	Tolerance	Respect	Teamwork	Determination	Maturity
National Event	End of Ramadan (11 th)	World Telecommunication Day (17 th)	LGBT+ Pride Month							
Focus	What is Ramadan? Why is it important? How do other religions embrace sacrifice? What have you sacrificed?	Explore of the ways in which we can communicate with each other and compare this in history. Do we communicate enough?	Explore the history of the LGBT Community, discussing hardships they faced through prejudice and discrimination.	Research into iconic figures within the LGBT Community who showed bravery in standing for their right to equality.	Is Father's day just for Dads? Who else can this day be about? Why? Why do we celebrate this?	Discuss how we can show acceptance of those that are different sexualities or genders to ourselves.	Look into the importance of mutual respect and how we can embrace this day to day.	Look at the full process of making chocolate. The amount of people this involves and how teamwork is vital to production.	Moon Landing 1969. Explore the determination of those involved on the Apollo 11 mission. What can we learn from this?	Reflect on successes and downfalls of this year. How can you spend this Summer developing from this?

KS4/5 PSHE Tutorial 2020-2021

Term	Focus	Content	Additional Content – KS5
1	Equality and Diversity	<ul style="list-style-type: none"> Equality – What is equality? Why is it important? Are we treating everyone equally? Diversity – What is diversity? Why is it important? What are the impacts of a lack of diversity? Mutual Respect – Discuss the importance of mutual respect how we can demonstrate this day to day. Prejudice – What is prejudice? How can we spot and report prejudice? What are the risks of being prejudice? Discrimination – Links to prejudice. What is discrimination? Understand laws around discrimination and links to hate crime. Hate Crime – What is hate crime? What are the laws and consequences? 	<ul style="list-style-type: none"> Develop an understanding of equality, diversity, prejudice and discrimination within the workplace. The rights employees have. Deeper understanding of the laws regarding this.
2	Future Planning	<ul style="list-style-type: none"> Aspiration – Establish students goals and aspirations for their 2 years in education after Y11. College – Explore this as one potential option, discussing pros and cons and ensuring students have a full understanding of the college structure and what this entails, as well as comparing to other P16 options. Post 16 – Explore this as one potential option, discussing pros and cons and ensuring students have a full understanding of the Post 16 or Sixth Form structure and what this entails, as well as comparing to other P16 options. Apprentices – Explore this as one potential option, discussing pros and cons and ensuring students have a full understanding of the Apprenticeship structure and what this entails, as well as comparing to other P16 options. CV Writing / Applications – Support in writing CVs and applications for chosen routes. Part time work – Explore the benefits of part time work as well as advice on how to balance work and study. 	<ul style="list-style-type: none"> Aspiration – Establish students goals and aspirations for after Post 16. Further Education – Explore routes in further education, ensuring students have a full understanding of their options and the pros and cons of further education. Careers – Explore and establish a focused career pathway that students can use to drive forward. CV Writing – Support in CV Writing or writing applications for further education. Personal Finances – Full understanding of what finances need to be accounted for in adulthood, financially managing a household and how to budget. Loans – Pros and Cons of taking out loans. How to do this safely. Information on student loans.
3	Sexual Health And Relationships	<ul style="list-style-type: none"> Families and Relationships – Discuss different types of relationships (friends, colleagues, romantic, ect) and different family structures. Intimate and Sexual Relationships – How to know when you're ready, what the different forms of intimacy are and understanding how to be respect of each others bodies. Sexual Health and Contraception – STIs, protection and contraception. Discuss the risks associated with unprotected sex. Pregnancy – Learn of the options when pregnant (including abortion and adoptions), physical strains of pregnancy, mental health when pregnant and parenting, miscarriage and loss. Consent – Understand the laws on consent and harassment. Assault / Abuse / FGM – Learn of different forms of abuse (physical, emotional, financial, coercive, etc), understand the laws on abuse and assault, FGM. 	<ul style="list-style-type: none"> Recap all information covered at KS4 Level. Students should be made aware of local Sexual Health clinics and support in locating similar services at the location of their next steps.
4	Physical Health	<ul style="list-style-type: none"> Diet – What a healthy, balanced diet is and why this is important. Fitness – The importance of exercise, different forms of exercise. Prevention – Assessing the risks of not having a balanced diet and exercise, how to prevent these risks. Addiction – Signs, symptoms, risks, consequences. Smoking and Drinking – The risks associated with both, how one can become addicted and support services available for addicts. First Aid – Basic first aid to be covered, information provided on certified training providers. 	<ul style="list-style-type: none"> Keeping healthy when living independently – how to cook healthy meals and manage portion sizes / alcohol intake. Revisit information on drug us and addiction.
5	Mental Wellbeing	<ul style="list-style-type: none"> Poor Mental Health – Types of mental health issues, overviews and statistics, Long Term – Explore the long term consequences of mental health issues without support. Stress – Exam stress and ways to cope and support each other. Support – How to spot mental health problems in ourselves and others, and how to seek support. Suicide Prevention – Reasons behind suicide. Relevant charities, support, statistics. Explore the impacts of suicide on families and friends. Maintenance – Tips on maintaining a positive mental state. 	<ul style="list-style-type: none"> Maintaining positive mental state. Loneliness – living alone or moving away. Stress – Financial strains and how to cope / seek support.
6	Internet Safety	<ul style="list-style-type: none"> Social Media – Review how we use social media day to day and the negative impacts of overuse. Risks – Explore the risks of excessive internet usage, regarding mental and physical health, safeguarding concerns of abuse and criminal activity. Cyber Bullying – Develop an understanding of what cyber culling is, how to spot and report this, the consequences of this and the laws around it. Grooming – Understand what grooming is, how to spot the signs, and how / where to seek help. Sexting – Discuss the risks of sexting – both short term and long term. Learn of the laws around this and how to protect ourselves and each other. Digital Footprint – Understand what a digital footprint is and how this accumulates. Discuss how our digital footprint can impact us. 	<ul style="list-style-type: none"> Recap information provided in KS4.

Appendix 2: By the end of secondary school students should know

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

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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / carer signature			
Agreed actions from discussions with parents			