



Relationships, Health and Sex Education Policy

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Date of Approval:	September 2022
Last Review:	February 2022
Next review due by:	September 2025

Contents

1. Statement of Intent.....	3
2. Legal framework.....	3
3. Roles and Responsibilities.....	3
4. Policy Development	5
5. Definition	6
6. Curriculum	6
7. Delivery of RSE.....	6
8. Parents' right to withdraw.....	7
9. Training	8
10. Monitoring arrangements	8
Appendix 1: Curriculum map - Secondary.....	9
Appendix 2: By the end of secondary school Scholars should know.....	23
Appendix 3: Parent form: withdrawal from sex education within RSE	27

1. Statement of Intent

1.1 At Astrea Academy Woodfields, we understand that all scholars must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships, sex and health education which will aim to support scholars to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Sex education will only be taught to scholars at secondary phase.

1.2 Astrea Academy Woodfields recognises that RHSE (Relationships, Health and Sex Education) must take into account all of our scholars needs; for example: gender, religion, sexual orientation, SEND, maturity, etc. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health curriculum for all our scholars and sex education, where appropriate.

1.3 This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

2. Legal Framework

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE (2018) 'Keeping children safe in education'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017

3. Roles and responsibilities

3.1 The local governing committee (LGC) is responsible for:

Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.

Evaluating the quality of provision through regular and effective self-evaluation.

Ensuring that teaching is delivered in ways that are accessible to all scholars, including those with SEND.

Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Ensuring parents are given clear information about subject content and the right to request that their child is withdrawn.

3.2 The Principal is responsible for:

The overall implementation of this policy.

Ensuring all staff are suitably trained to deliver RSE.

Ensuring parents are fully informed of this policy.

Reviewing all requests to withdraw scholars from non-statutory elements of the RSE and health education curriculum.

Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

Ensuring withdrawn scholars receive appropriate, purposeful education during the period of withdrawal.

Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.

Reviewing this policy on an annual basis.

Reporting to the governing board on the effectiveness of this policy and the curriculum.

3.3 The Assistant Principal for Personal Development is responsible for:

The day-to-day implementation and management of the RSE policy.

Liaising with the Safeguarding Lead and other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive Personal Development curriculum.

Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

Working with parents throughout the year so they understand the Personal Development curriculum and how RSE is delivered. Ensuring that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

Ensuring the curriculum is age-appropriate and of high-quality.

Ensuring that scholars are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions.

Reviewing changes to the RSE and health education curriculum and advising on their implementation.

Monitoring the teaching and learning of RSE and health education, providing support to staff where necessary.

Ensuring the continuity and progression between each year group.

Helping to develop colleagues' expertise in the subject.

Ensuring teachers are provided with adequate resources to support teaching of the curriculum.

Ensuring the school meets its statutory requirements in relation to RSE and health education.

Organising, providing and monitoring CPD opportunities in the subject.

Ensuring the correct standards are met for recording and assessing student performance.

3.4 The SENCO is responsible for:

Advising staff on how best to identify and support scholars' individual needs.

Advising staff on the use of TAs (Teaching Assistants) in order to meet scholars' individual needs.

3.5 Staff are responsible for:

Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.

Ensuring they do not express personal views or beliefs when delivering the curriculum.

Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

Modelling positive attitudes to RSE and health education.

Liaising with the SENCO about identifying and responding to the individual needs of scholars with SEND.

Liaising with the Vice Principal for Personal Development about key topics, resources and support for individual scholars.

Monitoring scholar progress in RSE and health education.

Reporting any concerns regarding the teaching of RSE or health education to the Vice Principal for Personal Development.

Reporting any safeguarding concerns or disclosures that scholars may make as a result of the subject content to the Designated Safeguarding Lead (DSL).

Responding appropriately to scholars whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.6 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 Assistant Principal for Personal Development.

3.7 Scholars are responsible for:

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

4. Policy development

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

- a) Review – the Assistant Principal for Personal Development pulled together all relevant information including national and local guidance.
- b) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- c) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
- d) Scholar consultation – we investigated what exactly scholars want from their RSE.
- e) Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

5.1 RSE is about the emotional, social and cultural development of scholars, and involves learning about relationships, healthy lifestyles, diversity and personal identity. At secondary phase scholars will also learn about sexual health, sexuality and consent.

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

5.3 RSE is not about the promotion of sexual activity.

6. Curriculum

6.1 Our curriculum is set out as per Appendix 1 (Primary) and Appendix 2 (Secondary) but this may need to be adapted as and when necessary.

6.2 The curriculum has been developed in consultation with parents, scholars and staff, taking into account the age, needs and feelings of scholars. It also takes into consideration local issues within our community which may impact upon scholars. If scholars ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of RSE

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

7.2 Primary School Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe For more information about our RSE curriculum at Primary, see Appendix 1 and 2.

7.3 Secondary School 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).

8. Parents' right to withdraw

8.1 At primary phase, parents do not have the right to withdraw their children from relationships or health education. Sex education is not taught in Key Stage 2.

8.2 At secondary phase, 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.

8.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Principal.

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

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

9. Training

9.1 Staff are trained on the delivery of RSE as part of the continuing professional development calendar.

9.2 The Vice Principal for Personal Development 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.

9.3 Training will also be scheduled around any updated guidance on the curriculum and any new development, such as 'sexting' and 'county lines', which may need to be addressed in relation to the curriculum.

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the Vice Principal for Personal Development through:

Learning walks

Work scrutiny

Stakeholder feedback

10.2 This policy will be reviewed by the Assistant Principal for Personal Development, annually. At every review, the policy will be approved by the local governing committee.

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> ★ Health & wellbeing - Transition and safety Transition to secondary school and personal safety in and outside school, including first aid <ul style="list-style-type: none"> ★ how to identify, express and manage their emotions in a constructive way ★ how to manage the challenges of moving to a new school ★ how to establish and manage friendships ★ how to improve study skills ★ how to identify personal strengths and areas for development ★ personal safety strategies and travel safety, e.g. road, rail and water ★ how to respond in an emergency situation ★ basic first aid ★ Living in the wider world Developing skills and aspirations - Careers, teamwork and enterprise skills, and raising aspirations <ul style="list-style-type: none"> ★ how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity ★ about a broad range of careers and the abilities and qualities required for different careers ★ about equality of opportunity ★ how to challenge stereotypes, broaden their 	<ul style="list-style-type: none"> ★ Relationships – Diversity Diversity, prejudice, and bullying <ul style="list-style-type: none"> ★ about identity, rights and responsibilities ★ about living in a diverse society ★ how to challenge prejudice, stereotypes and discrimination. ★ the signs and effects of all types of bullying, including online ★ how to respond to bullying of any kind, including online ★ how to support others ★ Health and Wellbeing – Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM <ul style="list-style-type: none"> ★ how to make healthy lifestyle choices including diet, dental health, physical activity and sleep ★ how to manage influences relating to caffeine, smoking and alcohol ★ how to manage physical and emotional changes during puberty ★ about personal hygiene ★ how to recognise and respond to inappropriate and unwanted contact ★ about FGM and how to access help and support 	<ul style="list-style-type: none"> ★ Relationships – Building relationships Self-worth, romance and friendships (including online) and relationship boundaries <ul style="list-style-type: none"> ★ how to develop self-worth and self-efficacy ★ about qualities and behaviours relating to different types of positive relationships ★ how to recognise unhealthy relationships ★ how to recognise and challenge media stereotypes ★ how to evaluate expectations for romantic relationships ★ about consent, and how to seek and assertively communicate ★ consent ★ Living in the wider World – Financial decision making Saving, borrowing, budgeting and making financial choices <ul style="list-style-type: none"> ★ how to make safe financial choices ★ about ethical and unethical business practices and consumerism ★ about saving, spending and budgeting ★ how to manage risk-taking behaviour

	<div>horizons and how to identify future career aspirations</div> <div>★ about the link between values and career choices</div>		
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- ★ **Health and Wellbeing - Drugs and alcohol**
Alcohol and drug misuse and pressures relating to drug use
 - ★ about medicinal and reactional drugs
 - ★ about the over-consumption of energy drinks
 - ★ about the relationship between habit and dependence
 - ★ how to use over the counter and prescription medications safely
 - ★ how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
 - ★ how to manage influences in relation to substance use
 - ★ how to recognise and promote positive social norms and attitudes
- ★ **Living in the wider world - Community and careers**
Equality of opportunity in careers and life choices, and different types and patterns of work
 - ★ about equality of opportunity in life and work
 - ★ how to challenge stereotypes and discrimination in relation to work and pay
 - ★ about employment, self-employment and voluntary work
 - ★ how to set aspirational goals for future careers and challenge expectations that limit choices

- ★ **Relationships – Discrimination**
Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
 - ★ how to manage influences on beliefs and decisions
 - ★ about group-think and persuasion
 - ★ how to develop self-worth and confidence
 - ★ about gender identity, transphobia and gender-based discrimination
 - ★ how to recognise and challenge homophobia and biphobia
 - ★ how to recognise and challenge racism and religious discrimination
- ★ **Health and Wellbeing – Emotional wellbeing**
Mental health and emotional wellbeing, including body image and coping strategies
 - ★ about attitudes towards mental health
 - ★ how to challenge myths and stigma
 - ★ about daily wellbeing
 - ★ how to manage emotions
 - ★ how to develop digital resilience
 - ★ about unhealthy coping strategies (e.g.

- ★ **Relationships – Identity and relationships**
Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
 - ★ the qualities of positive, healthy relationships
 - ★ how to demonstrate positive behaviours in healthy relationships
 - ★ about gender identity and sexual orientation
 - ★ about forming new partnerships and developing relationships
 - ★ about the law in relation to consent
 - ★ that the legal and moral duty is with the seeker of consent
 - ★ how to effectively communicate about consent in relationships
 - ★ about the risks of 'sexting' and how to manage requests or pressure to send an image
 - ★ about basic forms of contraception, e.g. condom and pill
- ★ **Living in the wider world – Digital literacy**
Identity and relationships
 - ★ Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception about online communication
 - ★ how to use social networking sites safely
 - ★ how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation

self-harm and eating disorders)
★ about healthy coping strategies

- ★ how to respond and seek support in cases of online grooming
- ★ how to recognise biased or misleading information online
- ★ how to critically assess different media sources
- ★ how to distinguish between content which is publicly and privately shared
- ★ about age restrictions when accessing different forms of media and how to make responsible decisions
- ★ how to protect financial security online
- ★ how to assess and manage risks in relation to gambling and chance-based transactions

Year 9	<ul style="list-style-type: none"> ★ Health and Wellbeing – Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation <ul style="list-style-type: none"> ★ how to distinguish between healthy and unhealthy friendships ★ how to assess risk and manage influences, including online ★ about ‘group think’ and how it affects behaviour ★ how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively ★ to manage risk in relation to gangs ★ about the legal and physical risks of carrying a knife ★ about positive social norms in relation to drug and alcohol use ★ about legal and health risks in relation to drug and alcohol use, including addiction and dependence ★ Living in the wider world – Setting goals Learning strengths, career options and goal setting as part of the GCSE options process <ul style="list-style-type: none"> ★ about transferable skills, abilities and interests ★ how to demonstrate strengths ★ about different types of employment and 	<ul style="list-style-type: none"> ★ Relationships – Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes <ul style="list-style-type: none"> ★ about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering ★ about positive relationships in the home and ways to reduce homelessness amongst young people ★ about conflict and its causes in different contexts, e.g. with family and friends ★ conflict resolution strategies ★ how to manage relationship and family changes, including relationship breakdown, separation and divorce ★ how to access support services ★ Health and Wellbeing – Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid <ul style="list-style-type: none"> ★ about the relationship between physical and mental health ★ about balancing work, leisure, exercise 	<ul style="list-style-type: none"> ★ Relationships – Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography <ul style="list-style-type: none"> ★ about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex ★ about myths and misconceptions relating to consent ★ about the continuous right to withdraw consent and capacity to ★ consent ★ about STIs, effective use of condoms and negotiating safer sex ★ about the consequences of unprotected sex, including pregnancy ★ how the portrayal of relationships in the media and pornography might affect expectations ★ how to assess and manage risks of sending, sharing or passing on sexual images ★ how to secure personal information online ★ Living in the wider world – Employability skills Employability and online presence <ul style="list-style-type: none"> ★ about young people’s employment rights and responsibilities ★ skills for enterprise and employability ★ how to give and act upon constructive feedback ★ how to manage their ‘personal brand’ online ★ habits and strategies to support progress ★ how to identify and access support for concerns
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	<p>careerpathways</p> <ul style="list-style-type: none"> ★ how to manage feelings relating to future employment ★ how to work towards aspirations and set meaningful, realistic goals for the future ★ about GCSE and post-16 options ★ skills for decision making 	<p>and sleep</p> <ul style="list-style-type: none"> ★ how to make informed healthy eating choices ★ how to manage influences on body image ★ to make independent health choices ★ to take increased responsibility for physical health, including testicular self-examination 	<p>relating to life</p> <ul style="list-style-type: none"> ★ online
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	Autumn Term	Spring Term	Summer Term
Year 10	<ul style="list-style-type: none"> ★ Health and Wellbeing – Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change how to identify, express and manage their emotions in a constructive way <ul style="list-style-type: none"> ★ how to manage challenges during adolescence ★ how to reframe negative thinking ★ strategies to promote mental health and emotional wellbeing ★ about the signs of emotional or mental ill-health ★ how to access support and treatment ★ about the portrayal of mental health in the media ★ how to challenge stigma, stereotypes and misinformation ★ Living in the wider world – Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices <ul style="list-style-type: none"> ★ how to effectively budget and evaluate savings options ★ how to prevent and manage debt, including understanding credit rating and pay day lending ★ how data is generated, collected and shared, and the influence of targeted advertising ★ how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling ★ strategies for managing influences related to 	<ul style="list-style-type: none"> ★ Relationships – Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography about identity, rights and responsibilities <ul style="list-style-type: none"> ★ about relationship values and the role of pleasure in relationships ★ about myths, assumptions, misconceptions and social norms about sex, gender and relationships ★ about the opportunities and risks of forming and conducting relationships online ★ how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours ★ about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent ★ how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support ★ how to recognise and challenge victim blaming ★ about asexuality, abstinence and celibacy ★ Health and Wellbeing – Exploring influence The influence and impact of drugs, gangs, role models and the media how to make healthy lifestyle choices including diet, dental health, 	<ul style="list-style-type: none"> ★ Relationships – Addressing extremism and radicalisation Communities, belonging and challenging extremism how to develop self-worth and self-efficacy <ul style="list-style-type: none"> ★ about communities, inclusion, respect and belonging ★ about the Equality Act, diversity and values ★ about how social media may distort, mis-represent or target information in order to influence beliefs and opinions ★ how to manage conflicting views and misleading information ★ how to safely challenge discrimination, including online ★ how to recognise and respond to extremism and radicalisation ★ Living in the wider World – Work experience Preparation for and evaluation of work experience and readiness for work how to make safe financial choices <ul style="list-style-type: none"> ★ how to evaluate strengths and interests in relation to career development

<ul style="list-style-type: none"> ★ gambling, including online ★ about the relationship between gambling and debt ★ about the law and illegal financial activities, including fraud and cybercrime ★ how to manage risk in relation to financial activities 	<p>physical activity and sleep</p> <ul style="list-style-type: none"> ★ about positive and negative role models ★ how to evaluate the influence of role models and become a positive role model for peers ★ about the media's impact on perceptions of gang culture ★ about the impact of drugs and alcohol on individuals, personal safety, families and wider communities ★ how drugs and alcohol affect decision making ★ how to keep self and others safe in situations that involve substance use ★ how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime ★ exit strategies for pressurised or dangerous situations ★ how to seek help for substance use and addiction 	<ul style="list-style-type: none"> ★ about opportunities in learning and work ★ strategies for overcoming challenges or adversity ★ about responsibilities in the workplace ★ how to manage practical problems and health and safety ★ how to maintain a positive personal presence online ★ how to evaluate and build on the learning from work experience
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★ **Health and Wellbeing - Building for the future**

Self-efficacy, stress management, and future opportunities about medicinal and recreational drugs

- ★ how to manage the judgement of others and challenge stereotyping
- ★ how to balance ambition and unrealistic expectations
- ★ how to develop self-efficacy, including motivation, perseverance and resilience
- ★ how to maintain a healthy self-concept
- ★ about the nature, causes and effects of stress
- ★ stress management strategies, including maintaining healthy sleep habits
- ★ about positive and safe ways to create content online and the opportunities this offers
- ★ how to balance time online

★ **Living in the wider world - Next steps**

Application processes, and skills for further education, employment and career progression

- ★ how to use feedback constructively when planning for the future
- ★ how to set and achieve SMART targets
- ★ effective revision techniques and strategies
- ★ about options post-16 and career pathways
- ★ about application processes, including

★ **Relationships – Communication in relationships**

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse how to manage influences on beliefs and decisions

- ★ about core values and emotions
- ★ about gender identity, gender expression and sexual orientation
- ★ how to communicate assertively
- ★ how to communicate wants and needs
- ★ how to handle unwanted attention, including online
- ★ how to challenge harassment and stalking, including online
- ★ about various forms of relationship abuse
- ★ about unhealthy, exploitative and abusive relationships
- ★ how to access support in abusive relationships and how to overcome challenges in seeking support

★ **Health and Wellbeing – Independence**

Responsible health choices, and safety in independent contexts

- ★ how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)
- ★ emergency first aid skills

★ **Relationships – Families**

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships the qualities of positive, healthy relationships

- ★ about different types of families and changing family structures
- ★ how to evaluate readiness for parenthood and positive parenting qualities
- ★ about fertility, including how it varies and changes
- ★ about pregnancy, birth and miscarriage
- ★ about unplanned pregnancy options, including abortion
- ★ about adoption and fostering
- ★ how to manage change, loss, grief and bereavement
- ★ about 'honour based' violence and forced marriage and how to safely access support

writing CVs, personal statements and interview technique

- ★ how to maximise employability, including managing online presence and taking opportunities to broaden experience
- ★ about rights, responsibilities and challenges in relation to working part time whilst studying
- ★ how to manage work/life balance

- ★ how to assess emergency and non-emergency situations and contact appropriate services
- ★ about the links between lifestyle and some cancers
- ★ about the importance of screening and how to perform self examination
- ★ about vaccinations and immunisations
- ★ about registering with and accessing doctors, sexual health clinics, opticians and other health services
- ★ how to manage influences and risks relating to cosmetic and aesthetic body alterations
- ★ about blood, organ and stem cell donation

	Autumn Term	Spring Term	Summer Term
Year 12 & 13	<p>Health and Wellbeing – Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> ★ how to manage work-life balance, including study, leisure, exercise, sleep and time online ★ strategies to promote mental health and emotional wellbeing and address difficulties ★ stress management strategies ★ about the signs of emotional or mental ill-health ★ how, when and why to access appropriate support and treatment ★ about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform ★ strategies to manage influences on body image ★ how to manage influences and risks relating to cosmetic and aesthetic body alterations ★ Independence <ul style="list-style-type: none"> ★ skills to improve adaptability and resilience during periods of change and strategies to manage change ★ about the importance of monitoring personal health and wellbeing ★ how to make informed, independent health choices and manage media messages about health (including about 	<p>Relationships – Diversity and inclusion</p> <ul style="list-style-type: none"> ★ how to communicate personal values in different types of relationships ★ strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) ★ about rights, roles and responsibilities in a diverse society and how to respect and advocate for them ★ to celebrate cultural diversity and promote inclusion ★ about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate ★ how to safely challenge prejudice and discrimination, including online ★ about extremism and radicalisation, how to reduce the risks and when, where and how to seek help ★ Intimate relationships <ul style="list-style-type: none"> ★ how to assertively communicate relationship expectations ★ how to recognise manipulation and coercion, how to seek and assertively give, not give, or 	<p>Relationships – Respectful relationships</p> <ul style="list-style-type: none"> ★ how to seek and assertively give, not give or withdraw consent, in all contexts ★ about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent ★ about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent ★ how to identify the signs of abuse, exploitation and assault or rape ★ where and how to access support and report concerns, including online ★ to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online ★ how to recognise manipulation and coercion and manage negative influence and persuasion ★ exit strategies for unhealthy relationships ★ about rights in relation to harassment, including online, stalking and violence, how to

- ★ vaccination/immunisation)
- ★ how to maintain a healthier diet
- ★ about registering with and accessing doctors, opticians and other health services
- ★ about screening and how to perform (e.g. breast and testicular) self-examination
- ★ about illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
- ★ how to select appropriate contraception in different contexts and relationships
- ★ how to reduce the risk of contracting or passing on an STI
- ★ about accessing local and national advice, diagnosis and treatment in relation to sexual health
- ★ **Living in the wider world – Readiness for work**
 - ★ how to evaluate strengths, skills and interests in relation to future roles and opportunities
 - ★ how to be enterprising in life and work
 - ★ how to write an effective CV and prepare for interviews for part-time work
 - ★ about career opportunities in a global economy
 - ★ about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'
 - ★ how to demonstrate professional conduct,

- ★ withdraw consent
- ★ how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner
- ★ about sexual health services, locally, nationally and online, and how to access and use them
- ★ to recognise how fertility changes over time and evaluate the implications of this
- ★ about the advantages of delaying conception
- ★ about unintended pregnancy and young parenthood
- ★ about the pathways available in the event of an unintended conception
- ★ how to access appropriate advice and support in relation to pregnancy, including miscarriage
- ★ **Living in the wider world – planning for the future**
 - ★ how to assess strengths, interests, values, and skills to set realistic, aspirational goals
 - ★ how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities
 - ★ how to evidence strengths and skills and use this when applying and interviewing for future roles and

- ★ respond and where to seek help
- ★ about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help
- ★ exit strategies for pressurised or dangerous situations
- ★ **Building and maintaining relationships**
 - ★ how to manage mature friendships, including making friends in new places
 - ★ strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time
 - ★ about personal safety in new relationships, including online
 - ★ how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust'
 - ★ about relationship challenges and how to manage the ending of relationships safely and respectfully, including online
 - ★ how to assertively communicate and negotiate boundaries in relationships
 - ★ about professional relationships; how to build meaningful relationships in the workplace and establish and respect

<p>including following health and safety protocols</p> <ul style="list-style-type: none"> ★ about workplace confidentiality and security, including cyber-security and data protection ★ when, why and how to seek or provide support in response to bullying and harassment in the workplace ★ strategies for overcoming challenges or adversity in the workplace ★ about the role of trade unions and professional organisations <p>★ Next steps</p> <ul style="list-style-type: none"> ★ how to evaluate strengths, skills and interests in relation to future opportunities and career development ★ about the implications of the global market for future choices in education and employment ★ how to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities ★ about application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews ★ how to build and maintain a positive professional identity and online presence ★ that creating and sharing content online can contribute to, or challenge, a positive online 	<p>opportunities</p> <ul style="list-style-type: none"> ★ how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities ★ how to evaluate the financial advantages, disadvantages and risks relating to post-18 options ★ how to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans <p>★ Financial Choices</p> <ul style="list-style-type: none"> ★ how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) ★ about salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these ★ how to evaluate savings options ★ about consumer rights, how to resolve disputes and access support ★ how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice ★ how to evaluate the potential gains and risks of different debt arrangements and repayment 	<p>boundaries</p> <ul style="list-style-type: none"> ★ how to manage strong emotions, communicate constructively and negotiate difficulties ★ strategies to recognise, de-escalate and exit aggressive social situations ★ how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon <p>★ Health and wellbeing – health choices and safety</p> <ul style="list-style-type: none"> ★ how to assess and manage risk and personal safety in new independent situations, including online ★ how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely ★ about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements ★ how to perform first aid ★ how to evaluate when to
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<p>presence</p> <ul style="list-style-type: none"> ★ how to effectively challenge online content that adversely affects personal or professional reputation ★ how social media can expand, limit or distort perspectives ★ how to set and maintain boundaries around personal privacy ★ how to manage online safety in all its forms, including seeking help when appropriate 	<p>implications</p> <ul style="list-style-type: none"> ★ about the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers) ★ how to critically assess different media sources ★ how to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information ★ how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime ★ exit strategies for pressurised or dangerous situations ★ how to seek help for substance use and addiction 	<p>summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</p> <ul style="list-style-type: none"> ★ to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour ★ about the consequences of substance use, and how to manage use of alcohol and other drugs ★ about the risks of being a passenger with an intoxicated driver and how to manage this ★ about the impact of substance use on road safety, work-place safety, reputation and career
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Appendix 2

TOPIC	SCHOLARS 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

TOPIC	SCHOLARS SHOULD KNOW
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

TOPIC	SCHOLARS SHOULD KNOW
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 ★ ★ 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)

TOPIC	SCHOLARS SHOULD KNOW
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 scholar		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	