



Shireland Collegiate Academy Trust

Relationships and Health Education/Relationships, Sex and Health Education policy

For Primary Academies this covers:

- Relationships Education
- Health Education

For Secondary Academies this covers:

- Relationships and Sex Education
- Physical and mental Health Education
- Social, Moral, Spiritual and Cultural Education
- Religious Studies
- Career Development

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Rationale

We 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. 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.

We will provide age-appropriate, inclusive and informative relationships, sex, social, health and, in secondary academies, careers education to all learners as part of the curriculum. Personal development provides learning experiences to promote the education of the whole child.

Ultimately, we want to ensure that our students leave us as well-rounded citizens able to take their place in society.

Aims

In an age-appropriate way, our aims of teaching Personal Development are to:

- provide balanced information about human reproduction, together with the consideration of the broader emotional, ethical, religious and moral dimensions of sexual health.
- enable learners to make good decisions about their own health and wellbeing and where to seek support if needed.
- help learners understand what it means to live and be successful in a wider society and how to stay safe online and in the real world.
- develop learners understanding of different types of relationships and how to behave responsibly in them.

We believe that our curriculum should:

- be an integral part of the lifelong learning process.
- be an entitlement for young people.
- make links to Personal Development using a “spiral” approach – developmentally appropriate, returning to subject areas in more depth as pupil maturity develops.
- encourage every learner to contribute to our community.
- support each individual as they grow and learn.
- be set within a wider Academy context and support family commitment, love, respect, affection, knowledge and openness, including acceptance of families in all forms.
- encourage learners and teachers to share and listen to each other's views and the right to hold/express views.

- be aware of different approaches to sexual identity, without promotion of any particular family structure.
- highlight important values of love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex, and work in partnership with them, consulting them about the content of the curriculum.
- recognise that the wider community has much to offer and work in partnership with other health and education professionals.

Specific Primary education aims can be found in Appendix 2.

Specific Secondary education aims can be found in Appendix 3.

Statutory requirements:

Our academies must provide Relationships education to all learners as per section 34 of the [Children and Social work act 2017](#).

Our Primary academies do not have to follow the National Curriculum but are expected to offer all pupils teaching of topics that are similar to those in the National Curriculum, including requirements to teach Science, which would include the elements of Sex education contained in the Science curriculum.

We will comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, our academies must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Our academies must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We teach these subject areas as set out in this policy.

Policy development

This policy at the point of implementation will have been developed in consultation with staff, learners and parents and followed these steps:

1. Review – relevant members of staff pulled together all relevant information including national and local guidance to form the programme of study.

2. Staff consultation – all staff were given the opportunity to look at the policy and make recommendations.
3. Parents/stakeholder consultation – parents/stakeholders were given the opportunity to look at the policy and provide feedback.
4. Student consultation - we investigated what exactly learners want from Personal Development education.
5. Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Definitions

Definitions of key aspects can be found in **Appendix 1**.

Curriculum

Our curriculum is set out as per Appendix 4 (Primary) and Appendix 5 (Secondary), but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, learners and staff, considering the age, needs and feelings of learners.

An agreement is essential to provide an agreed structure to answering sensitive or difficult questions. We facilitate the use of an anonymous question box within an on-line form as a distancing technique. Teaching staff will endeavour to answer questions as honestly as possible and will ensure the answer is appropriate to the age and understanding of the learners and their year group. If, however, staff are faced with a question they do not feel comfortable answering within the classroom setting, advice should be sought from the Senior Leadership Team who will endeavour to ensure provision is made to meet the child's individual needs. In the event of a question relating to safeguarding then staff will refer and adhere directly to the Trust's safeguarding policy.

Safeguarding

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

A 'working together agreement' is essential to provide an agreed structure to answering sensitive or difficult questions that may sit outside of the scope of this policy. We facilitate the use of an anonymous question box as a distancing

technique. Teaching staff will endeavour to answer questions from learners as honestly as possible and will ensure the answer is appropriate to the age and understanding of the learners and their year group. If however, staff are faced with a question they do not feel comfortable answering within the classroom setting, advice should be sought from the Senior Leadership Team who will endeavour to ensure provision is made to meet the child's individual needs. In the event of a question being posed by a child raising a safeguarding concern, staff will refer and adhere directly to the Trust's and the academy's Safeguarding Policy.

Shireland Collegiate Academy Trust acknowledges that RSHE is crucial for creating a culture of safeguarding within its Academies and for meeting our statutory obligations as outlined in Keeping Children Safe in Education 2020.

RSHE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSHE covers, some learners could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the Academy's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While we want to create a learning space that feels safe for young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with learners on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Delivery of Personal Development education

We ensure that we have a progressive, age-appropriate curriculum, delivered through high-quality teaching.

In our **Primary academies**, 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
- Establishing healthy boundaries
- Understanding of a right to privacy

In our **Secondary academies**, education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Advancing knowledge and understanding of topics covered in the primary curriculum listed above
- Intimate and sexual relationships, including sexual health

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. For example, families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also reflect sensitively that some children may have a different structure of support around them, for example looked after children or young carers.

Further information on how we deliver the education set out in this policy can be found Appendix 4 (Primary) and Appendix 5 (Secondary).

Roles and responsibilities

Trustees and Academy SPCs:

- monitor the implementation of the policy across all Academies within the Trust.
- monitor student progress to ensure that learners achieve expected outcomes.
- ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
- ensure that the subject is well led, effectively managed and well planned.
- ensure that the quality of the provision is subject to regular and effective self-evaluation.

Principals:

- ensuring that the subject is taught consistently across the Trust.
- managing requests to withdraw learners from non-statutory elements of the curriculum.

Staff:

- delivering education in a sensitive way.
- modelling positive attitudes towards the topics being taught.
- monitoring learners' progress.
- responding to the needs of individual learners.
- responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory/non-science components of the curriculum.

RSHE will be the responsibility of the senior member of staff for Personal Development and in our secondary schools will be taught during Personal Development lessons by Form Tutors across all year groups.

Learners:

- engage fully in lessons.
- treat others with respect and sensitivity when discussing issues.

Parents/carers:

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The Trust recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering this curriculum.

All parents/carers will be:

- given every opportunity to understand the purpose and content of the curriculum.
- encouraged to participate in the development of the curriculum.
- able to discuss any concerns directly with the relevant Academy.
- encouraged to create an open home environment where learners can engage, discuss and continue to learn about matters that have been taught. Parents/carers are also encouraged to seek additional support in this from the Academy where they feel it is needed.

Parents'/carers' right to withdraw

Parents/carers have a right to withdraw their children from certain components of sex education within the curriculum, depending on if the child is in primary or secondary education.

Components that parents/carers cannot withdraw their children from can be found in appendix 6.

Primary education:

- Parents/carers have the right to withdraw their children from the non-statutory components of Sex Education taught during year 6. These topics cover age-appropriate teaching of human reproduction, conception and pregnancy.

Secondary education:

- Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education (not Relationships, Health education, SMSC, careers) delivered as part of the statutory curriculum.
- Following the discussions, except in exceptional circumstances, the Trust will respect the parents'/carers' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy should provide the child with sex education during one of those terms.

Requests for withdrawal should be put in writing using the form found in Appendix 7 of this policy and addressed to the relevant Principal.

The Trust, before granting any such request, will require the Principal to discuss the request with the parent/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Principal will ensure that where a student is excused from certain components of Sex Education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

Training

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

The Trust is aware that working with external partners will enhance the delivery of this curriculum and will support Academies to bring in specialist knowledge and

implement different ways of engaging with young people. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. Where we use external agencies, Academies will:

- Check the credentials of the visiting organisation and any visitors linked to the agency.
- Ensure that the teaching delivered by the visitor fits with the planned programme and the published policy, is age-appropriate and accessible for all learners.
- Approve any materials that are used as part of the delivery in advance of the session.
- Ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

Monitoring arrangements

It is the responsibility of the Senior Leadership Team (Primary) and Senior Leader of Personal Development (Secondary) to oversee and organise the monitoring and evaluation of the subject, in the context of the overall Trust plans for monitoring the quality of teaching and learning. Our programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Learners' development is monitored by class teachers as part of our internal assessment systems.

Monitoring activities used to ensure that the programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Work scrutiny
- Curriculum plans

In our secondary Academies, evaluation activities also include careers data - including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DfE) and academy-level data.

APPENDIX 1: Definitions

Primary:

Relationships and Health education (RHE)

Relationships and Health Education encompasses the statutory primary curriculum covering relationships and health education as well as age-appropriate sex education.

Secondary:

Relationship, Sex and Health Education (RSHE)

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSHE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSHE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Students will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. The physical

and emotional damage caused by female genital mutilation (FGM). Students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Health Education

Health Education encompasses both physical and mental health, the aim of teaching Students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

It promotes students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Teaching will aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to create an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation will be covered in Health Education and will, as far as possible, be addressed before onset. This will help to ensure male and female students are prepared for changes they and their peers will experience.

Social, Moral, Spiritual and Cultural Education (SMSC)

SMSC builds our students' ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It builds their knowledge of, and respect for, different people's faiths, feelings and values.

It teaches students the ability to recognise the difference between right and wrong and apply it to their lives. Students will be able to recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Students will develop and use a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds. Students will show a willingness

to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Students will develop knowledge, acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain.

APPENDIX 2: Primary stage education aims:

Our RHE programme aims to prepare all pupils for a life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others, respect individual conscience and have the skills to judge what kind of relationship they want.
- understand different types of relationships and families within society.
- understand the consequences of their actions and behave responsibly within all types of relationships.
- understand the meaning of consent.
- communicate effectively by developing appropriate terminology/language for relationship issues.
- develop awareness and understanding of human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- understand the fundamentals of e-safety and how to use the internet safely and with confidence.

APPENDIX 3: Secondary stage education aims:

The **aim of RSHE** is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSHE programme aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- understand the true meaning of consent.
- understand that sexually explicit material e.g. Pornography presents a distorted picture of sexual behaviour.
- communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

The **aim of teaching students about physical health and mental wellbeing** is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Our Health Education programme aims to prepare all students for an adult life by:

- developing the knowledge, skills and attributes they need to manage their lives now and in the future.
- learning to make responsible decisions e.g. about alcohol, drugs, smoking, diet, mental and physical health.
- learning about personal hygiene and the spread of diseases, and dental hygiene.
- learning to recognise and manage risk and take increasing responsibility for themselves and their actions, this includes their behaviour online and how to identify harmful online behaviour.
- understanding the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- developing skills such as teamwork, communication and resilience
- making positive contributions to their families, academies and communities.
- reflecting on their own individual values and attitudes.
- identifying and articulating feelings and emotions and manage difficult situations positively.
- developing skills to enable them to deal with basic first aid emergencies.

Our aims of teaching students about social, moral, spiritual and cultural education are to give students the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave the Academy and further into the future. We want our students to understand about what it means to live in Modern Britain and how to stay safe both online and in the real world.

Our Personal Development programme aims to prepare for an adult life by:

- to understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- to understand British Values and what it means to live in modern Britain.
- to learn how to stay safe in the virtual world.
- to learn about rights and responsibilities and their role in society.
- to understand about taking risks and what it means to have a statutory right.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- to respect the civil and criminal law in England.
- that students will show a willingness to engage in community activities and events including volunteering.
- to respect peoples' faiths, feeling and values.
- to develop the community agreed character strengths.

Our aims of teaching Careers Guidance:

The intent of our Careers Provision at Shireland Collegiate Academy is to offer a stable careers programme where all students are provided with transformational opportunities which ensure they realise their potential in the world of work. We intend to raise their ambitions, challenge stereotypes, promote equality and diversity for all, improve social mobility and, by using labour market information, transform our students' understanding of the career opportunities that are possible. Underpinning our work will be a recognition and development of each students' individual employability skills throughout their time at Shireland Collegiate Academy. At each stage of their education we will ensure our students have the transition toolkit necessary to make the right choices for them, free from bias, by accessing a range of encounters tailored to their own needs and circumstances. These will include an insight into the wide range of further and higher education establishments, employer and employee engagement, as well as personal guidance.

We deliver this to;

- ensure that students develop the skills and attitudes necessary for success in adult and working life.
- make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- equip students with the necessary decision-making skills to manage these transitions.
- promote equality of opportunity, celebrate diversity, challenge stereotypes.
- ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- understand what it means by Enterprise and Higher Education.

Our aim of teaching Religious Studies:

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour is a key aspect of Religious Studies. It is not to promote any singular faith but to increase tolerance and respect for all faiths through understanding and awareness. Details of our curriculum can be found at [Religious Studies - Shireland Collegiate Academy](#)

APPENDIX 4: Primary curriculum

The RHE curriculum has been designed from EYFS to Year 6, using the guidance and content programmes of study from RHE Consultancy (RAISE) and the PSHE Association's quality assured Christopher Winter Project (CWP). There is time built into the curriculum in our academies for the delivery of a RHE curriculum.

The CWP's 5th edition of 'Teaching RSE with Confidence in Primary Schools' reflects the Statutory Guidance for Relationships, Sex and Health Education.

CWP have devised new lessons, increased our focus on families, relationships, safeguarding/keeping children safe and added additional units on Respect and Equality and Female Genital Mutilation (FGM). This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

DfE Guidance states that by the end of Primary School, pupils should meet criteria under the following topic headings:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

We ensure RHE is a progressive, age-appropriate curriculum which has high-quality teaching and learning and is adapted to suit the needs of the pupils; we use the CWP programme to enable this.

In Reception we focus on families and friendships. From Year 2, children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

From Year 2 onwards, the curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

Year Group	Topic	Lesson Content
Reception	Family and friendship	<ul style="list-style-type: none">• Caring friendships• Being kind• Families
Year One	Growing and caring for ourselves	<ul style="list-style-type: none">• Different friends• Growing and changing• Families and care
Year Two	Differences	<ul style="list-style-type: none">• Differences• Male and female animals• Naming body parts

Year Three	Valuing Difference and keeping safe	<ul style="list-style-type: none"> • Body differences • Personal Space • Help and support
Year Four	Growing up	<ul style="list-style-type: none"> • Changes • What is puberty? • Healthy relationships
Year Five	Puberty	<ul style="list-style-type: none"> • Talking about puberty • The reproductive system • Help and support
Year Six	Puberty, relationships and reproduction	<ul style="list-style-type: none"> • Puberty and reproduction • Communication in relationships • Families, • Online relationships • FGM

APPENDIX 5: Secondary curriculum

Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Senior Teachers in the Academy will work closely with colleagues in related curriculum areas to ensure the Personal Development programme complements and does not duplicate, content covered in national curriculum subjects such as science, IT and PE.

We may need to adapt the curriculum and its delivery as and when necessary.

The Personal Development curriculum is delivered within form time and Personal Development lessons. Form tutors generally deliver the curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBT+ young people.

The Personal Development Programme and Science National Curriculum is taught in every year.

Year 7

Health Education	Relationships and Sex Education	Social, Moral, Spiritual and Cultural Education
Emotions Wellbeing <u>Esafety</u> Healthy diet Active lifestyle Awareness of drugs and alcohol Keeping clean and stopping the spread of germs Basic first aid Changing adolescent body	Family tree What makes a good parent/carer Bad friendships & bullying Coercion and consent FGM Menstruation Characteristics of a healthy relationships	British Values Exploring different cultures Democracy, voting and elections Developing character strengths

Citizen me: Celebrations in the community
 Journey to the Centre of the Earth: Creation Stories
 Journey to the Centre of the Earth: Death: Is it the end?
 In Days of Old: Jesus Middle East
 In Days of Old: Muhammad Middle East
 Journeys: Pilgrimage to Lourdes
 Journeys: Islamic pilgrimage- Hajj
 Journeys: Sikhism and Golden Temple
 Journeys: The holy land: where three religions meet
 iRobot: What is a soul?
 Water: Christian Baptism
 Off with Your Head: Religious Rollercoaster

Year 8

Health Education	Relationships and Sex Education	Social, Moral, Spiritual and Cultural Education
Being empathetic Identifying emotions and finding out where to access help Supporting your friends Your online responsibility How food fuels your body The need for blood and organ donation Facts and the law relating to illegal substances Causes of body odour Importance of sleep	Different types of relationships Unsafe relationships How your behaviour impacts your parents/carers Stereotyping Gangs and grooming Being safe online – sharing images Forced marriage and honour based violence Puberty The impact of the media on body image Identifying consent	Human rights The Law Developing character strengths Making connections with the community Celebrating history Developing self esteem and confidence How citizens work together

Religious Studies
India: Religions in India Da Vinci: Religious paintings of Da Vinci Da Vinci: Decoding the Last Supper Da Vinci: Crucifixion Freedom: Religious Freedom Over the Top: Do animals have the same rights as humans? Coast: Holy Water

Year 9

Health Education	Relationship and Sex Education	Social, Moral, Spiritual and Cultural Education
Communicating emotions Decision making Creating safe online spaces Differentiating real from fake Marketing of 'health products' Increasing knowledge of food and links to good and poor health Organ and blood donation Addiction and dependency Antibiotics and their uses Importance of sleep Basic first aid The effects of hormones on the body	Exploring different types of families Oppression of different groups & stereotyping Respectful relationships Identifying criminal behaviour in relationships Understanding the Equality Act Exploring consent Identifying the effects of poor choices on your body Expectations in a relationship Having ownership of your choices Contraception Sexually transmitted infections	British values Analysing personal qualities and strengths Exploring crime and consequences Impacts of poor behaviour on attainment Role of student leadership Understanding our constitutional monarchy Managing money

Themes covered in Religious Studies in Year 9

Follow the Leader: Inspirational leaders
 Whose Earth is it Anyway: Where do we begin?
 Whose Earth is it Anyway: Science versus religion and the problem of evil
 Tragedy: Judaism
 Tragedy: Jewish Diaspora
 Made in China: Buddhism
 How do people express spiritual ideas?
 Human rights and responsibilities, which is more important?
 What does it mean to be atheist, agnostic and humanist?
 Forgiveness and reconciliation
 What is so radical about Jesus and his teachings?
 Religion is it a cause of conflict or a power for peace?
 Wisdom to live by: what do we do when life gets hard? Can religion help?

Year 10

Health Education	Relationship and Sex Education	Social, Moral, Spiritual and Cultural Education
How to interact with others about emotions How to recognise emotional problems in other Developing resilience Effects of internet bullying Dangers of internet relationships Calorie and links between poor diet and disease Effects of drug on physical and mental health Immunisations The purpose of defibrillators	Identifying legal marriage in the UK Legal entitlements in stages of relationships Identifying harassment & violence in relationships Online sexually explicit material (including pornography) is often a distorted version of reality Laws around consent, exploitation, grooming, coercion, harassment, domestic abuse, rape, forced marriage, honour based violence and FGM How to be assertive and develop strategies to protect yourself Different types of relationships Stigma attached to poor choices Intimacy without sex – developing trust Fertility and contraception (including where to access contraception) Impact of pregnancy	Dealing with success and failure Strengths and weaknesses of criminal justice programme How to positively contribute to the community The role of the local police Cultural diversity Role of student leadership team Income and expenditure Budgeting, saving, credit and debit

Religious Studies Year 10

Relationships
 Sexual relationships
 Issues of equality: gender prejudice and discrimination
 Study of faith: Christianity

Year 11

Health Education	Relationship and Sex Education	Social, Moral, Spiritual and Cultural Education
Dealing with exam stress Recognise when you need help How to engage in activities outside of school Online security Ensuring social media is a good reflection of you Eating for success Dealing with addiction Health screening Personal hygiene	Being a young parent Being in a committed stable relationship Child sexual exploitation Intimate v non intimate relationships Cultural expectations of reproduction Relationship abuse Problems in pregnancy – ectopic, miscarriage Loss and grief Abortion HIV and AIDS How to access resources	Mortgages, life insurance & home insurance Interpreting your wage slip Understanding the electoral system Impacts of criminal activity Contributing to society and you have left education Careers in public institutions Showing respect to others

Religious Studies Year 11

The world

The origin and value of human life

Beliefs about death and the afterlife

Study of faith: TBC

APPENDIX 6: Secondary curriculum areas that families cannot opt out of

Intimate and sexual relationships, including sexual health Pupils should know	Where covered in our curriculum
<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. 	Personal Development: Relationships
<ul style="list-style-type: none"> • 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. 	Personal Development: Health
<ul style="list-style-type: none"> • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	Personal Development: Health; Science
<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	Personal Development: Relationships
<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	Personal Development: Relationships Sex Education
<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available 	Science Personal Development: Health
<ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. 	Science
<ul style="list-style-type: none"> • 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). 	Personal Development: Relationships
<ul style="list-style-type: none"> • 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. 	Personal Development: Health; Science
<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	Personal Development: Health; Science
<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	Personal Development: Health;

	Science
• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Personal Development: Health

Statutory Science covered by the National Curriculum.

Opting out of these lessons is not permitted.

Key Stage 3 Biology (Years 7-8)	
Reproduction	
reproduction in humans (as an example of a mammal), including:	<ul style="list-style-type: none"> • structure and function of the male and female reproductive systems • menstrual cycle (without details of hormones) • gametes • fertilisation • gestation • birth, to include the effect of maternal lifestyle on the foetus through the placenta
reproduction in plants, including:	<ul style="list-style-type: none"> • flower structure • wind and insect pollination • fertilisation • seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms
Health	
	<ul style="list-style-type: none"> • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
Key Stage 4 Biology (Years 9 - 11)	
Health, disease and the development of medicines	<ul style="list-style-type: none"> • the relationship between health and disease • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • bacteria, viruses and fungi as pathogens in animals and plants • reducing and preventing the spread of infectious diseases in animals and plants
Coordination and control	<ul style="list-style-type: none"> • hormones in human reproduction, hormonal and non-hormonal methods of contraception
Evolution, inheritance and variation	sex determination in humans

APPENDIX 7: Parent form: withdrawal from sex education within Primary RHE/Secondary RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class/Form Group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Parent/carer signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	