Relationships and Sex Education Policy 2021

FAIRFIELD
HIGH SCHOOL

Approved by:	Board of Directors	**Date:** Sept 2021
Signed by:	Chair of Directors	**Date:** Sept 2021
Written by:	Jayne Conway, Deputy Head	**Date:** Sept 2021
Next review due by:	Sept 2024 [3 years]	

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1. Aims

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

> Provide a framework in which sensitive discussions can take place

> Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help students develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach students the correct vocabulary to describe themselves and their bodies

> RSE relates to the school's ethos and values:

Fairfield High School has an inclusive and supportive community culture, which encourages all students to be tolerant, open-minded and kind towards others. Understanding all aspects of RSE, and how they apply to oneself and others, is an important part of personal development and engagement with the wider world. Students will be supported in these both intrinsically via the CCT values embedded into the curriculum (especially empathy and compassion) and extrinsically via additional expert or professional support if required.

2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Fairfield High School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the Deputy Head put together all relevant information including relevant national and local guidance
2. Policy was shared with Directors for their initial response
3. Staff consultation – heads of faculty and the lead teacher for RSE were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – a sample of parents were consulted on the policy.
5. Ratification – once amendments were made, the policy was shared with Directors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

The DfE has provided an outline of everything that the RSE curriculum should ensure students know and understand by the time they reach the end of Year 11. See Appendix 2.

The RSE curriculum at Fairfield is delivered discretely in Ethics throughout KS3 and KS4 lessons and also across the wider subject curriculum. There is more in depth discussion of the curriculum in Section 6 - Delivery of RSE – below and an overview in Appendix 1.

We have developed the curriculum in consultation with parents, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online as a first resort. As a result, the curriculum may need to be adapted as needed.

6. Delivery of RSE

As an open and welcoming community which encourages understanding and tolerance, RSE is an essential and integrated component of our Ethics Curriculum, alongside Religious Studies, Personal Social and Health Education (PSHE), Careers education and Mental Health. It offers an important opportunity for all students to explore their own and other people's beliefs and feelings in a safe environment, whilst considering a wide range of issues that will affect and shape their lives, such as identity, equality and healthy relationships in person and online. The course is built around the following key areas: Families, Respectful Relationships, including Friendships, Online and Media, Being Safe and Intimate and Sexual Relationships, including Sexual Health. It is essential that all students have access to impartial, up to date and age-appropriate information, which will not only prepare them for the opportunities, responsibilities and experiences of later life but will help them to stay safe and be aware of their individual rights. Teachers will use the Warnings Signposts

(Appendix 3) at the start of any lesson which might bring up a topic that students may find uncomfortable and students are encouraged to discuss this with staff.

Ethics runs right through into KS4 where we begin to explore the more intimate aspects of relationships, such as consent and contraception, as well as wider issues like drug abuse and County Lines.

Effective RSE must be inclusive and have a school-wide approach at its heart, engaging all subjects and shaping almost every discussion. At Fairfield, our core belief is that young people must be prepared for an ever changing world and we must listen and learn from one another; you may not agree with someone's viewpoint but tolerance and a celebration of diversity are the backbone of our human values and essential skills for life and work.

7. Roles and responsibilities

7.1 The Board of Directors

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual students

> Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the lead teacher for RSE and/or the Head Teacher.

The lead teacher for RSE is Joe Emmett

7.4 Students

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

8. Parents' right to withdraw

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

Parents **have no right to** withdraw their child from relationships education in RSE or health education.

Requests for withdrawal should be put in writing using the form found **in Appendix 4** of this policy and addressed to the Head Teacher.

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

Students who are withdrawn from sex education will be given work to do on other curriculum subjects.

9. Training

Staff who will be teaching RSE are trained to deliver it by the lead teacher for RSE, supported by CPD where required.

The RSE lead, supported by the Head Teacher, may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the RSE lead, Mr Joe Emmett, who is line managed by Mrs Helen Rodgers, Head of the Humanities Faculty.

Students' development in RSE is monitored by class teachers through our internal assessment systems and parents/carers will be informed of progress three times a year and at twice yearly Parents' Evenings.

Safeguarding: if a student becomes distressed during or after a lesson or makes a disclosure, they will immediately be referred to the Learning Support Managers and DDSLs, who will offer support and contact the appropriate agencies as necessary.

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• 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	STUDENTS SHOULD KNOW
Online and media	• 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	• 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	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 2: Curriculum Map Overview   (responsibility of Joe Emmett, RSE lead)

ETHICS/RSHE/PSHE/RS: LONG-TERM OVERVIEW — 2021/22

	Autumn 1 Relationships	Autumn 2 Differences & Diversity	Spring 1 Religious Pathways	Spring 2 Futures & Finance	Summer 1 Health & Wellbeing	Summer 2 Living in the Wider World
Year 7	**Dealing with change** Transition to secondary school, making new friends, dealing with change. What is 'Wellbeing'?	**Dealing with differences PCSO talk** What do we mean by tolerance? How can we deal with bullying and sexting, how are families different?	**Buddhism** What is Buddhism? How do Buddhists live and what do they believe? How different is it to our lives and does that matter?	**What jobs could I do?** 'You Choose' Careers, different jobs, what key 'qualities' are required. Saving/borrowing.	**How do our bodies and minds change?** Becoming a teenager, body image, sleep, puberty and essential products; what is consent?	**Growing up; is it different in a faith or culture? Rites of Passage** Celebrating a new life, Rights of the Child, Bar Mitzvah, Teenage Life.
Year 8	**What do we mean by 'healthy relationships'?** Healthy and unhealthy friendships and relationships, resilience and role models.	**Challenging Discrimination** Who are we and how are we all different? Including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia.	**What motivated MLK?** Explore the Christian faith that shaped MLK actions. What did Jesus believe in?	**My Future** Creating a 'Futures magazine', exploring different careers, featuring role models, interviews, money advice	**What do we mean by 'positive lifestyles'?** How does the media affect our decisions, is stress always a 'bad thing'? Energy Drinks/nicotine…	**Festivals and Special Places** Where do people go to feel 'connected' and why, from temples, to pilgrimages to stadiums; is it belonging?
Year 9	**Family, 'freedom' & conflict resolution** Recognising intimate relationships, importance of stable relationships, assertiveness, substance misuse, gang exploitation, county lines	**Choices & Consequences** How does Intersectionality work, everything is a choice; explore and explain. 'Racism v Patriotism', what does this mean in Modern Britain today? **(Options)**	**Five Pillars of Islam** What are the 5 Pillars and why do Muslims follow them? What would your 5 pillars be and why?	**Setting goals** Learning strengths, career options, goal setting building on the GCSE options process, 'Futures Game' for pathways and impact.	**What affects our health and wellbeing?** The rise of social media and its influence, how best to protect ourselves off and online. Consider how we are viewed? **(Selfie Project)**	**Sanctity of Life** Designer baby, conjoined twins, organ donation, abortion and euthanasia, FGM. What roles do contraception play, is it moral and religious?
Year 10	**Relationships – family & finance** 'Life Partner's' and 'Work-life' balance - The impact of financial decisions, debt, gambling mental health and ill health, stigma & stress	**Body Image** Exploring the issues over body image, what influences us and how can we respond? How can and should we 'use' our bodies?	**Religion and Life** What does religion say about looking after animals, ourselves, planet, and 'life'? How does this compare with our thoughts & beliefs, what role does media play?	**Creating the best 'Future'** Money & Morals, how does it shape our thoughts and actions, why do some people choose 'different' and dangerous paths; gangs and extremism?	**Undermining Wellbeing** Types of 'pressure', determining trustworthiness, seeking help, reporting concerns, trafficking/slavery.	**Different Cultures, Different attitudes** Challenging viewpoints; on forced marriage, on the 'role of men', sexual harassment, rape, miscarriage…
Year 11	**HALF DAY 1: Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**HALF DAY 2: Dealing with Diversity and Difference** Preparing for College/Apprenticeships. CV writing/College Wellbeing Life Skills – Finance and employability	**HALF DAY 3: 'My journey, my path'** Self-efficacy, stress management, First Aid, dealing with rejection and failure. Considering other people's beliefs	**FORM TIME Building for the future** Application processes, and skills for further education, employment and career progression	**VISITS/VISITORS: Healthy body and mind** • Dying to Drive – Aut 1 • Sixth Form interviews – Spr 1 • How to Revise – Spr 2 • Mock Interviews – Spr 1	

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn... *(School wide links)*
Autumn 1 Relationships	**Dealing with change** Transition to secondary school, making new friends, dealing with change. What is 'Wellbeing'? RSHE – Families/Relationships/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty	• 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 in person and online • personal safety strategies, travel safety and online safety, e.g. road, rail and water • what do we mean by 'wellbeing' and why it matters • how and where to get help and support *(NDW – Small group work* *Form Time Transition work* *IT – How to be safe online* *Life Skills Lessons – First Aid)*
Autumn 2 Difference & Diversity	**Dealing with differences** What do we mean by tolerance. How can we deal with bullying and sexting, how are families different? British Values – Tolerance/Mutual Respect/Individual Liberty RSHE – Families/Online/Relationships/Being Safe PSHE - Healthy & Wellbeing/ Relationships RS – Making Sense of Belief	• about living in a diverse society – a 'typical street' • about identity, rights and responsibilities • 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 • how to identify the characteristics of healthy family life *(Anti-Bullying Week* *NDW – Workshops)*
Spring 1 Religious Pathways	**Buddhism** What is Buddhism? How do Buddhists live and what do they believe? How different is it to our lives and does that matter? RS – Making sense of beliefs/Making connections/ Understanding the impact PSHE – Wider World RSHE – Families	• to understand the life of the Buddha • how his family excluded the 'reality' of what life is really like, • if this was a 'fair' thing to do? • what teachings did the Buddha develop and why • how Buddhist live • how different these teachings are to our 'everyday' lives

Spring 2 Futures & Finance	**What jobs could I do?** 'You Choose' Careers, different jobs, what key 'qualities' are required. Saving/borrowing. Careers – Gatsby Benchmark/CDI Framework British Values – Mutual Respect/Individual Liberty RSHE – Relationships PSHE - Healthy & Wellbeing/ Relationships/Wider World	• about a broad range of careers and the abilities and qualities required for different careers • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices • how to identify personal strengths and areas for development • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about equality of opportunity • how to improve study skills • basics of finance, difference between saving and borrowing
Summer 1 Health & Wellbeing	**How do our bodies and minds change?** Becoming a teenager, body image, sleep, puberty and essential products; what is consent? RSHE – Families/Online/Being Safe/ Relationships/Intimate PSHE - Healthy & Wellbeing/ Relationships British Values – Individual Liberty	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage physical and emotional changes during puberty • about personal hygiene • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships – online and offline • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • how to recognise and respond to inappropriate and unwanted contact • about consent, and how to seek and assertively communicate consent (CHECK MATURITY OF STUDENTS BEFORE TEACHING THIS UNIT)
Summer 2 Living in the wider world	**Growing up; is it different in a faith or culture? Rites of Passage** Celebrating a new life, Rights of the Child, Bar Mitzvah, Teenage Life.	• how to understand the different 'stages' of life • how these are celebrated by different faiths/cultures • How these 'clash' at times with the Rights of the Child • how to manage influences relating to caffeine, smoking and alcohol • Rights and responsibilities

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Relationships	**What do we mean by 'healthy relationships'?** Healthy and unhealthy friendships and relationships, resilience and role models. RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty RS – Making sense of beliefs/Making connections	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about forming new partnerships and developing relationships • **how to recognise healthy relationships based on trust and mutual respect** • how to develop digital resilience • how 'role models' offer us 'guidance' although this is sometimes questionable • about the beliefs held by religions on relationships
Autumn 2 Difference & Diversity	**Challenging Discrimination** Who are we and how are we all different? Including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia. RSHE – Families/Online/Being Safe/Relationships/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty	• how to manage influences on beliefs and decisions • about group-think and persuasion • Social Media and personal preferences • how to develop self-worth and confidence • how to recognise and challenge racism and religious discrimination • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • support and advice in and out of school – personal preferences
Spring 1 Religious Pathways	**What motivated Martin Luther King?** Explore the Christian faith that shaped MLK actions. What did Jesus believe in? RS – Making sense of beliefs/Making connections/Understanding the Impact British Values – Mutual Respect/Individual Liberty	• to identify the faith that Martin Luther King followed • to make connections to MLK viewpoint and the responses faced in the US 1950s/60s – Rosa Parks • to examine how MLK expressed his faith and put this into action • to consider if these 'issues' remain • How to respond – BLM (issues with it?) • Other role models who challenged racism/injustice

Spring 2 Futures & Finance	**My Future** Creating a 'Futures magazine', exploring different careers, featuring role models, interviews, money advice Careers – Gatsby Benchmark/CDI Framework British Values – Mutual Respect/Individual Liberty	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relat[...] work and pay • about employment, self-employment and voluntary wor[...] • how to set aspirational goals for future careers and chall[...] expectations that limit choices • role models – female/LGBTQ+ • Ex Fairfield High School students #madeatFairfield • How to share information to younger students
Summer 1 Health & Wellbeing	**What do we mean by 'positive lifestyles'?** How does media affect our decisions, is stress always a 'bad thing'? Energy Drinks/nicotine… RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty RS – Making sense of beliefs/Making connections	• about attitudes towards mental health • how to challenge myths and stigma- what is stress? • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and ea[...] disorders) • about healthy coping strategies – exploring my choices, [...] and owning my choices • 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 medicatio[...] safely • how to assess the risks of alcohol, tobacco, nicotine and [...] cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms an[...] • how religions 'promote' a healthy lifestyle • circles of influence/what I can and can't control
Summer 2 Living in the wider world	**Festivals and Special Places** Where do people go to feel 'connected' and why, from temples, to pilgrimages to stadiums; is it belonging? British Values – Mutual Respect/Individual Liberty/Tolerance RS – Making sense of beliefs/Making connections/Understanding the impact RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health PSHE – Healthy & Wellbeing/ Relationships	• about 'special or safe spaces' and what they offer • how festivals/temples etc create an emotion and a sens[...] connection. • explain how and why these beliefs are understood in dif[...] by individuals within communities • about online communication as a place to 'belong' • how to use social networking sites safely • how to recognise online grooming in different forms, e.g[...] relation to sexual or financial exploitation, extremism ar[...] radicalisation • where to go for help

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Relationships	**Family, 'freedom' & conflict resolution** Recognising intimate relationships, importance of stable relationships, assertiveness, substance misuse, gang exploitation, county lines (**Selfie Project**) RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty RS – Making sense of beliefs/Making connections	• about different types of families and parenting, including parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to red... homelessness amongst young people • about conflict and its causes in different contexts, e.g. wi... family and friends • how to distinguish between healthy and unhealthy friend... • about the law in relation to consent • that the legal and moral duty is with the seeker of consen... • how to effectively communicate about consent in relatio... • about the risks of 'sexting' and how to manage requests ... pressure to send an image • conflict resolution strategies • how to manage relationship and family changes, includin... relationship breakdown, separation and divorce • how to access support services • how to assess risk and manage influences, including onli... • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behav... 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 alcoh...
		• about legal and health risks in relation to drug and alcoh... including addiction and dependence
Autumn 2 Difference & Diversity	**Choices & Consequences** How does Intersectionality work, everything is a choice; explore and explain. 'Racism v Patriotism', what does this mean in Modern Britain today? (**Options**) British Values – Mutual Respect/Individual Liberty/Tolerance/Democracy RSHE – Families/Online/Being Safe/Relationships PSHE – Healthy & Wellbeing/ Relationships RS – Making sense of beliefs/Making connections	• about GCSEs (and post-16 options) • skills for decision making • how to recognise the choice within every decision and a... • about the Equality Act, diversity and values • explore the issues that Britain face today; from race to g... sexuality • about if we still have an issue with race in Britain • explore what we mean by 'modern Britain' – how integr... divided are we? (Jo Cox)
Spring 1 Religious Pathways	**Five Pillars of Islam** What are the 5 Pillars and why do Muslims follow them? What would your 5 pillars be and why?	• how Muslims worship and why • who was Muhammad • why was his message a 'challenge' at the time? • impact on individuals and Muslims living in Britain

Spring 2	**Setting goals**	• skills for enterprise and employability
Futures & Finance	Learning strengths, career options, goal setting building on the GCSE options process, 'Futures Game' for pathways and impact.	• 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 relating online
		• about transferable skills, abilities and interests
		• how to demonstrate strengths
		• about balancing work, leisure, exercise and sleep
		• how to make informed healthy eating choices
		• about different types of employment and career pathwa
		• how to manage feelings relating to future employment
		• how to work towards aspirations and set meaningful, re for the future
Summer 1		• how to respond and seek support in cases of online groo
Health & Wellbeing	**What affects our health and wellbeing?** The rise of social media and its influence, how best to protect ourselves off and online. Consider how we are viewed? (**Selfie Project**)	• how to recognise biased or misleading information onlin
		• how to critically assess different media sources
		• how to distinguish between content which is publicly an privately shared
	RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health	• about age restrictions when accessing different forms of how to make responsible decisions
		• how to protect financial security online
	PSHE – Healthy & Wellbeing/ Relationships	• how to assess and manage risks in relation to gambling a chance-based transactions
	British Values – Mutual Respect/Individual Liberty	• about the relationship between physical and mental hea
		• how to manage influences on body image
	RS – Making sense of beliefs/Making connections	• to make independent health choices
		• to take increased responsibility for physical health, inclu examination and health checks
		• about **readiness for sexual activity, making informed pe choices**
		• about myths and misconceptions relating to consent
		• about the continuous right to withdraw consent and cap consent
		• **about STIs, effective use of condoms and negotiating sa**
		• **about the consequences of unprotected sex, including**
		• **how the portrayal of relationships in the media and por might affect expectations**
		• how to assess and manage risks of sending, sharing or p sexual images

		• how to secure personal information online

Summer 2
 	
Living in the
 	
wider world
	Sanctity of Life
	
	Designer baby, conjoined twins, organ donation, abortion and euthanasia, FGM. What roles do contraception play, is it moral and religious?
	
	RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health
	
	PSHE – Healthy & Wellbeing/ Relationships
	
	British Values – Mutual Respect/Individual Liberty
	
	RS – Making sense of beliefs/Making connections
		• about what the sanctity of life means
		• is it a purely religious idea
		• about when 'life' begins
		• how to respond to issues that 'challenge' religious viewp
		  saving a life
		• what do religions say about abortion and contraception,
		  and pill
		•

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Relationships	**Relationships – family & finance** 'Work-life' balance - The impact of financial decisions, debt, gambling, mental health and ill health, stigma & stress. The idea of 'Life Partner's' RSHE – Families/Online/Being Safe/Relationships/**Intimate**/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty RS – Making sense of beliefs/Making connections	• how to recognise and challenge victim blaming about asexuality, abstinence and celibacy • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about relationship values of **'finding that one partner' and the role of pleasure in relationships** • about the opportunities and risks of forming and conduc relationships online • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropria support • about the many different factors that impact relationshi and families; from issues of money to lack of opportuniti • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understandi credit rating and pay day lending • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, i online • about the relationship between gambling and debt • about the law and illegal financial activities, including fra cybercrime • how to manage risk in relation to financial activities • about the ethical and legal implications in relation to con including manipulation, coercion, and capacity to conser • how to recognise and challenge victim blaming about asexuality, abstinence and celibacy • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about relationship values of **'finding that one partner' and the role of pleasure in relationships**
Autumn 2	**Body Image** Exploring the issues over body image, what influences us and how can we respond? How can and should we 'use' our bodies?	• about positive and negative role models • how to evaluate the influence of role models and becom positive role model for peers • impact of body image on individuals,

Living in the wider world	**RSHE** –Online/Being Safe/Relationships/**Intimate**/Mental Health **PSHE** – Healthy & Wellbeing/ Relationships	• assess the impact of media influence • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellb • about the signs of emotional or mental ill-health • how to access support and treatment • how to manage the impact of the media and pornograph attitudes, expectations and behaviours
Spring 1	**Religion and Life** What do all religions say about looking after animals, ourselves, the planet, 'life'? How does this compare with our thoughts & beliefs, what role does media play?	• exploring issues from how we treat animals to our treatm planet, what do religions say, from Judaism to Hinduism issue and what are non-religious responses • returning to issues of 'life' in relation to humans, abortic euthanasia, what do religions say again how does it com • about the impact of drugs and alcohol on individuals, per safety, families and wider communities • about the media's impact on perceptions of gang culture • how drugs and alcohol affect decision making • how to keep self and others safe in situations that invol substance use • how to manage peer influence in increasingly independe scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
Spring 2 Futures & Finance	**Creating the best 'Future'** Money & Morals, how does it shape our thoughts and actions, why do some people choose 'different' and dangerous paths; gangs and extremism?	• how do we 'use' money, consider its impact on actions • about communities, inclusion, respect and belonging • how to evaluate strengths and interests in relation to car development • 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 data is generated, collected and shared, and the inf targeted advertising • about how social media may distort, misrepresent or tar information in order to influence beliefs and opinions • how to manage conflicting views and misleading informa • how to safely challenge discrimination, including online

Half term	Topic	In this unit of work, students learn...
		• how to recognise and respond to extremism and radical
Summer 1 Health & Wellbeing	**Undermining Wellbeing** Types of 'pressure', determining trustworthiness, seeking help, reporting concerns, trafficking/slavery.	•
Summer 2 Living in the wider world	**Different Cultures, Different attitudes** Challenging viewpoints; on forced marriage, on the 'role of men', sexual harassment, rape, miscarriage…	•

YEAR 11 - MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Building for the future** Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	• how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, persev and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining hea sleep habits • about positive and safe ways to create content online an opportunities this offers • how to balance time online
Autumn 2 Living in the wider world	**Next steps** Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11,	• how to use feedback constructively when planning for th future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways

	L12, L21		• about application processes, including 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
Spring 1 Relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse		• 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

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32		• 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
Spring 2 Health & wellbeing	**Independence** Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24		• 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
			• 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
Summer 1 Relationships	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing 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

	PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	• 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
Summer 2 **To be added later** **12/8/21 jec**		

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

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• 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

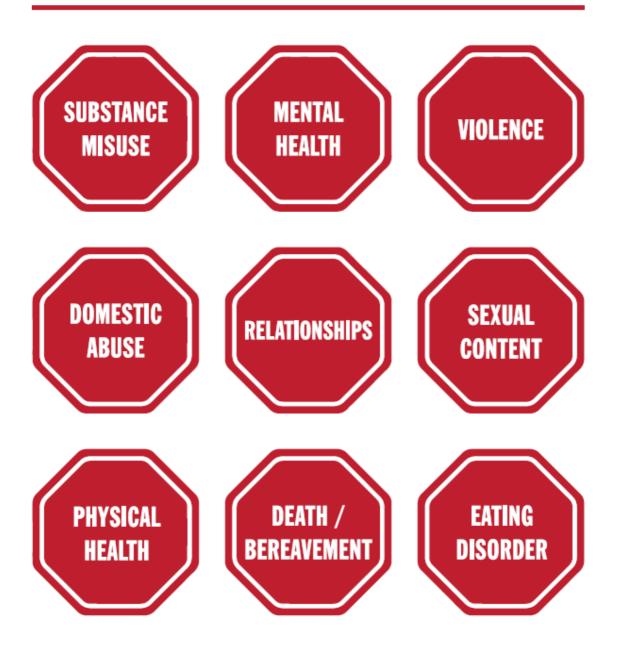| TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared 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	• 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	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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: Warning Signposts

Speak to your teacher before your next lesson if you see one of the following content symbols and it worries you.

SUBSTANCE MISUSE

MENTAL HEALTH

VIOLENCE

DOMESTIC ABUSE

RELATIONSHIPS

SEXUAL CONTENT

PHYSICAL HEALTH

DEATH / BEREAVEMENT

EATING DISORDER

Appendix 4: Parent form: withdrawal from <u>sex education</u> within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
You are invited to state your reason for withdrawing your child from sex education within relationships and sex education:			
You are invited to share any other pertinent information you would like the school to consider:			
Parent signature			

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