

Relationships and sex education policy (from 2021)

Heathfield Community school, Taunton, TA2 8PD



Approved by:	Wil Lowndes	Date: 18.8.21
Last reviewed on:	18.8.21	
Next review due by:	August 2022	

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities.....	3
8. Parents' right to withdraw	4
9. Training.....	Error! Bookmark not defined.
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of secondary school pupils should know	28
Appendix 3: Parent form: withdrawal from sex education within RSE	31

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure all Heathfield pupils are ready, respectful and safe.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process was disrupted by Covid. Wil Lowndes, SLT lead on SMSC, has reviewed our RSE policy, in line with new guidance from the DfE. It will be shared with parent forum and governors as soon as possible.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

RSE is covered through the curriculum (science), tutorial sessions and crash days

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary (e.g. to respond to current affairs or to issues arising in our community).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

6. Delivery of RSE

RSE is taught within the SMSC (Social, moral, spiritual, cultural) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 SLT

SLT is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

The leadership of RSE is at SLT level, currently Wil Lowndes. It falls within the Pupil culture remit. Staff who deliver RSE are the science, DT, PE, Dance and drama departments and tutors across all year groups.

Staff are responsible for:

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

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

7.4 Pupils

Pupils 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.

Requests for withdrawal should be made through the school website and will be tracked and managed by Wil Lowndes. Appendix 3 is the Pupil withdrawal form.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Monitoring arrangements

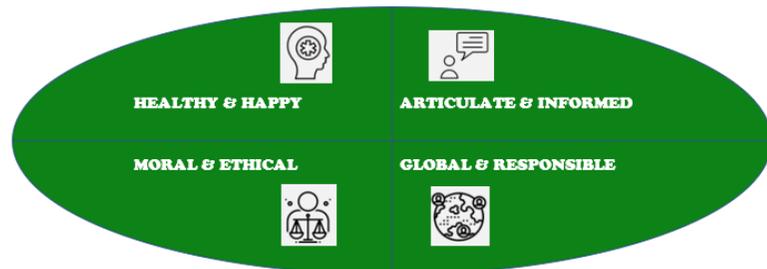
The delivery of RSE is monitored by Wil Lowndes through:

Centralised planning and resources. Monitoring of tutorials, through year heads and pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Wil Lowndes and SLT annually. At every review, the policy will be approved by SLT and governors.

Appendix 1: Curriculum map



HEALTHY & HAPPY : self awareness, mental health & emotional wellbeing, healthy lifestyles, drugs, alcohol & tobacco, managing risk and personal safety. Puberty & sexual health.

MORAL & ETHICAL: positive relationships, relationship values, respectful relationships, consent, contraception & parenthood, bullying, abuse & discrimination. Social influences.

GLOBAL & RESPONSIBLE: learning skills, choices & pathways, work & career, employment rights & responsibilities, financial choices, esafety.

CORE THEME 1: HEALTHY & HAPPY

SELF AWARENESS		Where and when do we learn this?
<p>KS3</p> <p><u>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</u></p> <p><u>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</u></p> <p><i>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body</i></p>	<p>KS4</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage</p>	<ul style="list-style-type: none"> • Heathfield learner • Yr 7 pinkery • Yr 7 induction days • All years school nurse (Thursday lunchtime) • Colour me calm (targeted intervention) • Lego club (targeted intervention) • “who am I” unit yr 7 RPE • English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues • Forest school (targeted intervention) • Ap1 & Ap2 (all years assessment and reporting home) • Weekly conversations with tutor around class charts / RTL warnings (all years) • w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health

<p><i>image, physical and mental health</i></p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	<p>feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing Mental health and emotional wellbeing</p>	<ul style="list-style-type: none"> Monday 29/11/21. Steph Jeffry KS3 workshop on mental health Monday 29/11/21. yr 10 work shop on media, toxic masculinity <u>Monday 29/11/21. yr 11 workshop on self reflection and planning for the future</u>
--	---	---

MENTAL HEALTH & EMOTIONAL WELLBING		Where and when do we learn this?
<p>KS3</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in</p>	<p>KS4</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is</p>	<ul style="list-style-type: none"> All years school nurse (Thursday lunchtime) Mental health first aid SEMH interventions SEMH lead All years assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation All years assembly w/starting 16th May Safeguarding- Focus = bereavement Colour me calm (targeted intervention) Lego club (targeted intervention) Weekly conversations with tutor around class charts / RTL warnings (all years) w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health

<p>providing support</p>	<p>available.</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers</p>	
--------------------------	--	--

	need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help Healthy lifestyles Health-related decisions	
--	--	--

HEALTHY LIFESTYLES		Where and when do we learn this?																									
<p>KS3</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies</p>	<p>KS4</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p><u>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</u></p> <p><u>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</u></p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p> <p>H16. how to take increased personal responsibility for</p>	<ul style="list-style-type: none"> • Matt Dickinson visit • PE speak like a sports scientist” • Duke of Edinburgh & Ten torrs- yr 9 & 10 (largest teams in Somerset schools) • DT cooking competitions across KS3 & 4 • DT yr 8 nutrition unit • Sports ambassadors- Heathfield pupils organise and run competitions for primary pupils • After school sports cubs • Ski trip • Mental health, disease, BMI etc are in Science KS3 SoWs • Assembly all years w/s 17th Jan Safeguarding- revisit PSHE 1. Focus- knife crime, FGM • <u>Yr 9 1st aid day w/s 27th June</u> • w/s 7th & 14th Feb assembly all years on safety • <i>w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health</i> <p>Activities week 19th, 20th, 21st & 22nd July</p> <table border="1"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>Walk / yoga</td> <td>Junk orchestra</td> <td>Group art work</td> <td>Circus skills</td> </tr> <tr> <td>Day 2</td> <td>Junk orchestra</td> <td>Walk / yoga</td> <td>Important cinema</td> <td>Arts enrichment</td> </tr> <tr> <td>Day 3</td> <td>Group artwork</td> <td>Circus skills</td> <td>Junk orchestra</td> <td>Arts enrichment</td> </tr> <tr> <td>Day 4</td> <td>Circus skills</td> <td>Group artwork</td> <td>Walk / yoga</td> <td>Important cinema</td> </tr> </tbody> </table>		7	8	9	10	Day 1	Walk / yoga	Junk orchestra	Group art work	Circus skills	Day 2	Junk orchestra	Walk / yoga	Important cinema	Arts enrichment	Day 3	Group artwork	Circus skills	Junk orchestra	Arts enrichment	Day 4	Circus skills	Group artwork	Walk / yoga	Important cinema
	7	8	9	10																							
Day 1	Walk / yoga	Junk orchestra	Group art work	Circus skills																							
Day 2	Junk orchestra	Walk / yoga	Important cinema	Arts enrichment																							
Day 3	Group artwork	Circus skills	Junk orchestra	Arts enrichment																							
Day 4	Circus skills	Group artwork	Walk / yoga	Important cinema																							

<p>to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular) self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H21. how to access health services when appropriate</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>	<p>maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic & aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours (Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation)</p>	
--	--	--

DRUGS, ALCOHOL, TOBACCO		Where and when do we learn this?
<p>KS3</p> <p><i>H23. the positive and negative uses of drugs in society</i></p>	<p>KS4</p> <p><i>H19. the consequences of substance use and misuse</i></p>	<ul style="list-style-type: none"> • All years school nurse (Thursday lunchtime) • Yr 8 science unit on Drugs, alcohol and their affects • Yr 7, 8 & 9 Steph Jeffry

<p><i>including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</i></p> <p><u>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</u></p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p>for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p><u>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</u></p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	<ul style="list-style-type: none"> • Yr 9 SAV • Yr 7 sex ed (puberty) workshops inc consent / pornography • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u> • Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction • We are what we eat- Healthy lifestyles, tues 28th June 2022
---	---	---

MANAGING RISK & PERSONAL SAFETY		Where and when do we learn this?
KS3 H30. how to identify risk and manage	KS4 H22. ways to identify risk and	<ul style="list-style-type: none"> • Yr 8 road safety, police & county lines • Health & safety elements to practicals in science, DT &

<p>personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>manage personal safety in new social settings, workplaces, and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; <i>ways to manage these and get appropriate help</i>, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p><u>H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms, and how to access support for themselves or others Puberty and sexual health Sexual health and fertility</u></p>	<p>performing arts</p> <ul style="list-style-type: none"> All years assembly w/s 18th October Attendance- why being in school matters <u>w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health</u> We are what we eat- Healthy lifestyles, tues 28th June 2022 Yr 9 1st aid day w/s 27th June Yr 7, 8 & 9 Steph Jeffry Yr 9 SAV Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction Safety TEAM for all pupils w/s 7th & 14th Feb assembly all years on esafety
--	---	--

<p>PUBERTY & SEXUAL HEALTH</p>		<p>Where and when do we learn this?</p>
<p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p>	<p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including</p>	<ul style="list-style-type: none"> eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on esafety 7: sex ed (puberty), consent, pornography, exploitation . Monday 29th November 10: consent, we’re all invited, toxic masculinity, social media, embrace film. Monday 29th November Mental health, disease, BMI etc are in Science KS3 SoWs Assembly all years w/s 17th Jan Safeguarding- revisit PSHE 1. Focus- knife crime, FGM

<p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p>ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>	<ul style="list-style-type: none"> • <u>Yr 9 1st aid day w/s 27th June</u>
---	--	--

CORE THEME 2: MORAL & ETHICAL

POSITIVE RELATIONSHIPS		Where and when do we learn this?
<p>R1. about different types of relationships, including those within families, <u>friendships, romantic or intimate relationships and the factors that can affect them</u></p> <p>R2. indicators of positive, healthy</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including <u>mutual support, trust, respect and equality</u></p> <p><u>R2. the role of pleasure in intimate relationships</u></p>	<ul style="list-style-type: none"> • Families is a theme through all MFL units • RPE topics explore attitudes towards family and social issues • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on esafety • All years assembly w/s 8TH sept, 13TH sept, 20TH sept, 5th Jan, 24th April: Being part of the Heathfield community

<p>relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p><u>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</u></p> <p><u>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</u></p> <p><u>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</u></p> <p><u>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</u></p> <p><u>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</u></p> <p><u>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</u> <u>Relationship values</u></p>	<ul style="list-style-type: none"> • <u>Yr 7 sex ed (puberty) workshops inc consent / pornography</u> • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding-Focus = pornography, exploitation</u> <ul style="list-style-type: none"> • TUTORIAL READING • 7 Hunger games (themes =female protagonist, quality, human rights) • 8- where the river runs gold (themes= family, environment, poverty, human rights) • 9- Curious incident of the dog at night time • 7- Goldfish boy (themes= OCD, society, being judgemental) • 8- we are all made of molecules (themes= family, homophobia, unlikely heroes) • 9- Hatchet (themes= survival, environment) • Yr 7- stig of the dump (themes= friendship, environment) • Yr 8- Refugee boy (themes = racism, equality, refugee crisis, family) • Yr 9- to kill a mockingbird (themes= racism, equality, human rights, justice, classic literature)
--	---	---

RELATIONSHIP VALUES		Where and when do we learn this?
<p>R9. to clarify and develop personal values <u>in friendships, love and sexual relationships</u></p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations <u>about gender roles, behaviour and intimacy within romantic relationships</u></p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p><u>R9. to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours</u></p> <p><u>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</u></p>	<ul style="list-style-type: none"> • All years assembly w/s 8TH sept, 13TH sept, 20TH sept, 5th Jan, 24th April: Being part of the Heathfield community • Yr 7 sex ed (puberty) workshops inc consent / pornography • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u> • TUTORIAL READING

RESPECTFUL RELATIONSHIPS		Where and when do we learn this?
<p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear</p>	<p>R11. strategies to manage the strong emotions <u>associated with the different stages of relationships</u></p> <p><u>R12. to safely and responsibly manage changes</u> in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, <u>divorce and bereavement; sources of support and how to access them</u></p>	<p>English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues</p> <p>Duke of Edinburgh- yr 9 & 10</p> <p>All years Assemblies w/s starting 13th & 20th September: Being part of the Heathfield community</p> <p>All years assembly w/s 8th Nov remembrance</p> <p>All years Assemblies w/s starting 26th april: Being part of the Heathfield community revisited</p> <ul style="list-style-type: none"> • All years assembly w/s 8TH sept, 13TH sept, 20TH sept, 5th Jan, 24th April: Being part of the Heathfield community • Yr 7 sex ed (puberty) workshops inc consent / pornography • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u> • TUTORIAL READING

<p>communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online <u>that they do not already know; when and how to access help</u></p> <p>R18. <u>to manage the strong feelings that relationships can cause (including sexual attraction)</u></p> <p>R19. to develop conflict management skills <u>and strategies to reconcile after disagreements</u></p> <p>R20. to manage the influence of drugs and alcohol <u>on decision-making within relationships and social situations</u></p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships <u>and manage unhealthy relationships, and how to access them</u></p>	<p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment <u>and stalking including online), ways to respond and how to seek help</u></p> <p><u>R17. ways to access information and support for relationships</u> including those experiencing difficulties</p>	<ul style="list-style-type: none"> • All year assembly w/s 16th May- loss /bereavement. Safeguarding assemblies • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on safety • Steph Jeffry / paul hanneford / SAV
--	---	--

Consent	Where and when do we learn this?	
<p>R24. that consent is freely given; <u>that being pressurised, manipulated</u> or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R18. about the <u>concept of consent</u> in maturing relationships</p> <p>R25. about the <u>law relating to sexual consent</u></p> <p>R26. how to <u>seek, give,</u> not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the <u>seeker of consent</u> is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p><u>R28. to gauge readiness for sexual intimacy</u></p> <p>R29. the <u>impact of sharing sexual</u> images of others without consent</p> <p>R30. how to <u>manage any</u> request or pressure to share an image of themselves or others, and how to get help</p> <p><u>R31. that intimate</u></p>	<p><u>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</u></p> <p><u>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</u></p> <p><u>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</u></p> <p><u>R22. to evaluate different motivations and contexts in which sexual images are shared, and</u> possible legal, emotional and social consequences</p>	<p>Where and when do we learn this?</p> <ul style="list-style-type: none"> • <u>Yr 7 sex ed (puberty) workshops inc consent / pornography</u> • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u> • TUTORIAL READING • All years. X3 Safeguarding assemblies • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on safety

relationships should be pleasurable		
-------------------------------------	--	--

CONTRACEPTION & PARENTHOOD		Where and when do we learn this?
<p><u>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</u></p> <p><u>R33. the risks related to unprotected sex</u></p> <p><u>R34. the consequences of unintended pregnancy, sources of support and the options available</u></p> <p><u>R35. the roles and responsibilities of parents, carers and children in families</u></p> <p><u>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</u></p>	<p><u>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</u></p> <p><u>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</u></p> <p><u>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</u></p> <p><u>R26. the reasons why people choose to adopt/foster children</u></p> <p><u>R27. about the current legal position on abortion and the range of beliefs and opinions about it</u></p>	<ul style="list-style-type: none"> • Yr 8 & yr 10 science lessons explores the science of reproduction and linked ethical questions. RPE discuss abortion & different perspectives on it • Yr 7 sex ed (puberty) workshops inc consent / pornography • <u>Yr 10 consent, we're all invited, toxic masculinity, embrace film</u> • <u>All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u> • TUTORIAL READING • All years. X3 Safeguarding assemblies • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on safety

BULLYING, ABUSE & DISCRIMINATION		Where and when do we learn this?
<p><u>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive</u></p>	<p><u>R29. the law relating to abuse in relationships, including coercive control and online harassment</u></p> <p><u>R30. to recognise when a relationship is abusive and</u></p>	<ul style="list-style-type: none"> • curriculum: <ul style="list-style-type: none"> ○ English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues ○ MFL - Challenging Stereotypes and embarrassing differences - Year 7 ○ Music - World Music - Year 8 (Social context) ○ Humanities - Prejudice - Year 9 ○ Humanities - Japan / Stereotypes - Year 9

<p><u>behaviours or access support for themselves or others</u></p> <p><u>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</u></p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p><u>strategies to manage this</u></p> <p><u>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</u></p> <p><u>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</u></p> <p><u>R33. The law relating to ‘honour’-based violence and forced marriage</u>; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>	<ul style="list-style-type: none"> • TUTORIAL READING • All years. X3 Safeguarding assemblies • All years assembly w/s 15th Nov anti bullying week- odd socks day • All years assembly starting 4th October Black History month • Assembly all years w/s 31st Jan LGBT History month • Assembly all years w/s 7th march International woman’s day • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on safety • Yr 7 sex ed (puberty) workshops inc consent / pornography • <u>Yr 10 consent, we’re all invited, toxic masculinity, embrace film</u> • <u>All year’s assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation</u>
--	--	--

SOCIAL INFLUENCES		Where and when do we learn this?
<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to</p>	<ul style="list-style-type: none"> • English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues • All year’s assembly w/s 6th dec amnesty international assembly & human rights day. How can we make a difference? • Assembly all year’s w/s 24th Jan Global citizenship new year around the world • Yr 7, 8 & 9 Steph Jeffry • Yr 9 SAV • TUTORIAL READING • Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction • eSafety TEAM for all pupils • w/s 7th & 14th Feb assembly all years on safety

<p>to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>	
---	--	--

CORE THEME 3: GLOBAL & RESPONSIBLE

LEARNING SKILLS		Where and when do we learn this?
<p><u>L1. study, organisational, research and presentation skills</u></p> <p><u>L2. to review their strengths, interests, skills, qualities and values and how to develop them</u></p> <p><u>L3. to set realistic yet ambitious targets and goals</u></p> <p><u>L4. the skills and attributes that employers value</u></p> <p><u>L5. the skills and qualities required to engage in enterprise</u></p> <p><u>L6. the importance and benefits of being a lifelong learner</u></p>	<p><u>L1. to evaluate and further develop their study and employability skills</u></p> <p><u>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</u></p> <p><u>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</u></p>	<ul style="list-style-type: none"> • Heathfield learner project across curriculum • 11: study skills. CV writing. Visualisation, action plan, the teenage mind • <u>Assembly yr 11 w/starting 18th oct Yr 11 study skills/AP1</u> • <u>Assembly yr 7-10 w/starting 18th oct</u> • <u>Assembly w/s 22nd Nov yr 10 study skills AP1</u> • <u>Assembly w/s 6th dec all years reading</u> • <u>Assembly w/s 10th jan Yr 9 study skills/AP1 year heathfield learner 7,8,10,11</u> • <u>Assembly w/s 7th feb yr 8 s study skills AP1</u> • <u>Assembly w/s 14th feb study skills AP2 yr 11</u> • <u>Assembly w/s 4th April. World book day</u> • <u>Assembly w/s 9th may Heathfield learner</u> • <u>Assembly w/s 23rd may Yr 10 & 11 study skills/AP2</u>

CHOICES & PATHWAYS		Where and when do we learn this?
<p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>	<p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	<ul style="list-style-type: none"> • Brilliant club • Eco club • Pride club • Librarians • Tacchi • Summer school • 10 Torrs • D of E • Read for your school • All years assembly w/s 1st Nov celebration • All years assembly w/s 13th dec celebration • TUTORIAL READING

WORK & CAREER		Where and when do we learn this?
<p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online</p>	<ul style="list-style-type: none"> • Front of House - TMAC - Drama/Dance • RE - Charity - Fair Trade - Martin Luther King Day • History - Entrepreneurs Blind Date • Music - Careers in Music - Year 9 • DT - Wildlife Shelter • Maths - Cube Project • DT - Eight Project / Chocolate Box • Across the Curriculum • Art – plan all their own final outcomes • Pupil Passports • Crash Timetable - Enterprise - Year 8 • Humanities - Fair Trade - Year 9 • DT - Chocolate Box - Year 7 • Maths - Percentages, VAT, Moving Averages, Profit & Loss • Drama/Dance - Trainers - Year 8 • RE - Voluntary work / charities

	presence and its impact on career opportunities	<ul style="list-style-type: none"> ● PE - Funding, Coaches/Volunteers ● Art - Exhibition Plans ● Music - Lots of participation in voluntary groups ● Drama/Dance ● Sports ambassadors- Heathfield pupils organise and run competitions for primary pupils ● 11 KS5 transition taster day w/s 28th march
--	---	--

EMPLOYMENT RIGHTS & RESPONSIBILITIES		Where and when do we learn this?
L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment	<p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>curriculum</p> <ul style="list-style-type: none"> ○ Drama - Declaration of rights of a child ○ Humanities - Human Rights / Community - Year 8 ○ Humanities - Chartists / Peterloo - Year 9 ○ DT - Packaging ○ English - Holocaust - Year 7 ○ English - WW1 Poetry Propaganda - Year 9 ○ English - Village People - Year 7 ● Yr 10 Careers day w/s 27th June

FINANCIAL CHOICES		Where and when do we learn this?
L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising	<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for</p>	<ul style="list-style-type: none"> ● Across the Curriculum ○ DT - Eight Project / Chocolate Box ○ Art – plan all their own final outcomes ○ Maths - Percentages, VAT, Moving Averages, Profit & Loss ○ Geography- the trading game ○ Maths - Finance Project - Year 9 ● Tues 28th June PSHE day, yr 8, we are what we eat / healthy lifestyles / financial choices

<p>and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	<p>financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>	
---	--	--

esafety	Where and when do we learn this?	
<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p>	<p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to</p>	<ul style="list-style-type: none"> ○ Safer somerset media competition ○ ESafety TEAM for all pupils ○ w/s 7th & 14th Feb assembly all years on esafety

<p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	
--	--	--

Link to assemblies, reading and PSHE days:



HEATHFIELD PSHE OVERVIEW

TERM 1: ASSEMBLY TOPICS (all years)				READING	PSHE DAYS
		Staff responsible / activity for tutors	STRAND		
8 th September 2021 (wed)	New year welcome	SLT		7 Hunger games (themes =female protagonist, quality, human rights) 8- where the river runs gold (themes= family, environment, poverty, human rights) 9- Curious incident of the dog at night time	Mon 29 Nov 2021 7: sex ed (puberty), consent, pornography, exploitation Steph Jeffry 8: road safety, police & county lines, Steph Jeffry 9: Steph Jeffry , SAV (alcohol, workshop, self defence) 10: consent, we're all invited, toxic masculinity, social media, embrace film, parenting
13 th September	Being part of the Heathfield community I (SLT)	SLT	M&E		
20 th September	Being part of the Heathfield community II (HOY)	HOY	M&E		
27 th September	Safeguarding- Healthy habits (positive mental health)	NP / MH	H&H		
4 th October	Black History month	History	G&R		
11 th October	Attendance- why being in school matters	HN	A&I		
18 th October	Yr 11 study skills/AP1, Heathfield learner 7-10	IG / MW	A&I		
1 st November	Celebration	LH			
8 th November	Remembrance	History	G&R		
15 th November	Anti bullying week (odd socks day)	Act of kindness reflection & odd socks Friday	H&H		
22 nd November	Yr 10 study skills/AP1, year heads ks3 & 11	IG & HoY	A&I		
29 th November	Reading	WRL	M&E		

6 th December	Human rights day (10 th). Focus = terrorist / freedom fighter	Amnesty International campaign (Wayne & WRL)	M&E		11: study skills. CV writing. Visualisation, action plan, the teenage mind
13 th December	Celebration	LH			
5 th January (wed)	Being part of the Heathfield community revisited	SLT	M&E	7- Goldfish boy (themes= OCD, society, being judgemental)	Tue 29 Mar 2022
10 th January	Yr 9 study skills/AP1 year heathfield learner 7,8,10,11	IG / MW	A&I		PSHE day:
17 th January	Safeguarding- revisit PSHE 1. Focus- knife crime, FGM	NP	H&H	8- we are all made of molecules (themes= family, homophobia, unlikely heroes)	7 humanities (field visit)
24 th January	Yr 7 study skills/AP1, 8- 11 Global citizenship new year around the world	IG / Humanities	G&R		8 science (bug man etc)
31 st January	LGBT History month	Pride club	M&E	9- Hatchet (themes= survival, environment)	9 maths: puzzles & parents
7 th February	Yr 8 study skills/AP1 Safer internet day 7, 9, 10,11	IG / ER	H&H		10 English- theatre workshops. Involve SPACE
14 th February	Yr 11 study skills/AP2 8 safer internet,, 7,9,10 year head	IG / ER / HoY	A&I		11 KS5 transition taster day
28 th February	Celebration	LH			Targeted groups and parents:
7 th March	International woman's day	HH / JM	G&R		

14 th March	Science week	science	A&I		
21 st March	PSHE enrichment day- why do we study PSHE	WRL	A&I		SAV Police
28 th March	Safeguarding- positive mental health. Focus = pornography, exploitation	NP / MH	H&H		Steph Jeffry Deb Easton
4 th April	World book day (23 rd April)	WRL & Molly W	G&R		Drama / SPACE commissions
26 th April (Tuesday)	Being part of the Heathfield community revisited	SLT	M&E		Tue 28 Jun 2022
3 rd May (Tuesday)	Revisit PSHE 1 & 2 through reading	WRL	H&H	Yr 7- stig of the dump (themes= friendship, environment)	7: paul Hanneford, global citizenship
9 th May	Heathfield learner	MW	A&I		8. paul Hanneford, we are what we eat / healthy lifestyles / financial choices
16 th May	Safeguarding- Healthy habits (positive mental health) focus = bereavement / loss	NP / MH	H&H	Yr 8- Refugee boy (themes = racism, equality, refugee crisis, family)	9. paul Hanneford, 1 st aid
23 rd May	Yr 10 & 11 study skills/AP2, KS3 year head	IG, HoY	A&I		10. paul
6 th June	World environment day	Green team		Yr 9- to kill a mockingbird (themes= racism, equality, human rights, justice, classic)	
13 th June	KS3 study skills/AP2, ks4 year head	IG / HoY	A&I		
20 th June	Refugee week	WRL	G&R		

27 th June	Heathfield learner	MW	A&I	literature)	Hanneford, careers
4 th July	Highlights of the year	SLT			
11 th July	Esafety	ER	A&I		
18 th July	Revisit PSHE 2-activities week	WRL	H&H		
25 th & 26 th (mon/tues)	celebration	LH			

Activities week 19th, 20th, 21st & 22nd July

	7	8	9	10
Day 1	Walk / yoga	Junk orchestra	Group art work	Circus skills
Day 2	Junk orchestra	Walk / yoga	Important cinema	Arts enrichment
Day 3	Group artwork	Circus skills	Junk orchestra	Arts enrichment
Day 4	Circus skills	Group artwork	Walk / yoga	Important cinema

Timings PSHE days:

1. 9-10
2. 10-11
- Break
3. 11.30-12.30
4. 12.30-1.30
- Lunch
5. 14.15-15.30

All assemblies will be accompanied by a 'yellow sheet task'.
These will be completed with Tutors in form time.

These themes will be referred to in conversations around
behavior & expectations .e.g.. will be part of the readmittance
pack.

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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

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

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

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