

# Relationships and Sex Education Policy [Secondary]

This policy was published for consultation on:	Autumn 2021
This Policy was ratified by the Board of Directors on :	Autumn 2021
This Policy will be reviewed by the GLC Board on :	Autumn 2024

## GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

## Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

# Relationships and sex education policy

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# Relationships and sex education policy

## 1. Aims

The aims of relationships and sex education [RSE] at the Gateway Academy are to:

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

## 2. Statutory requirements

As a maintained secondary school, the Gateway Academy must provide RSE to all students as per the Children and Social work act 2017.

In teaching RSE, the academy must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the Gateway Academy, we teach RSE as set out in this policy. The Gateway Academy is required by its funding agreement to have regard 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, students and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

- RSE focuses on 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.
- The teaching of RSE is to create a culture that develops students' social and relationship skills and eradicates a culture of homophobia, racism, sexism and misogyny.

## 5. Curriculum

Our curriculum is set out as per Appendix 1, but the academy may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Delivery of RSE

At the Gateway Academy, RSE is mostly taught within the Personal, Social, Health Education [PSHE] and Personal and Academic Development [PAD] sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in RS, PE and computing. In order to maximize the progression and continuity across the contributing departments, the curriculum will be fully mapped by the academy's curriculum lead.

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

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

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

For more information about our RSE curriculum, see 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].

Across years 7-11, students will be supported to develop the ability to:

- Communicate, including how to manage changing relationships and emotion
- Recognise and assess potential risks;
- Be assertiveness in the right situations;
- Seek help and support when required;
- Make informed decisions;
- Show self-respect and empathy for others;

- Recognise and maximize a healthy lifestyle;
- Managing conflict;
- Contribute to discussions and group work;

## **7. Roles and responsibilities**

- The GLC Board will approve the RSE policy, and hold the Head of School to account for its implementation.
- The Head of School is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE [see Section 8] [this responsibility can be delegated];
- Teaching staff are responsible for delivering RSE in an objective [non-judgmental] and sensitive way. Modelling positive attitudes to RSE as well as acting as role models for all values and principles outlines within the policy. They will monitor students' progress and respond to individual needs as appropriate within the policies of the GLC. All staff will respond appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 Head of School.

## **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 put in writing using the form found in Appendix 3 of this policy and addressed to the Vice Principal [Personal Development and Wellbeing].

A copy of withdrawal requests will be placed in the pupil's educational record. The Vice Principal [Personal Development and Wellbeing]. will discuss the request with parents and take appropriate action.

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

## **9. Training**

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

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

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

The delivery of RSE is monitored through the GLC's Progress Board  
This policy will be reviewed by the GLC Board of Directors every 3 years.

## Appendix 1: Curriculum map

### RSHE Curriculum Map

This document is to be used alongside The Gateway Academies **Secondary Outcomes RSHE framework**. It provides statements of progression across the year groups in KS3 and KS4 for the new statutory outcomes for Relationships, Sex and Health Education.

Parents are able to withdraw from sex education elements up until 3 terms before a child's 16th birthday where a child can opt-in. Those elements marked with an asterisk in the table below may be considered sex education and therefore eligible for parental withdrawal. Green content is further content written due to needs in the local demographic.

		Autumn Term		Spring Term		Summer Term	
		1:1	1:2	2:1	2:2	3:1	3:2
		8 sessions	8 sessions	6 Sessions	3 Sessions	6 Sessions	8 Sessions
		Fortnightly delivery					
Year 7 – KS3	Content	Families / respectful relationships, including friendships	Online and the media/ Keeping safe	Intimate and sexual relationships incl. sexual health	Mental Well-being/ Changing adolescent body	Internet safety and harms / Physical health and fitness / Healthy eating	Drugs, alcohol and tobacco / Health and prevention
	Details/ content	<u>Families</u> <ul style="list-style-type: none"> <li>- the role of families in bringing up children (RSE2)</li> <li>- about trust and how we recognise this in our relationships (RSE7)</li> <li>- who can help if we are worried about family, friend or other relationships (RSE7)</li> </ul>	<u>Online</u> <ul style="list-style-type: none"> <li>- Laws around sharing of indecent images (RSE17, RSE18, RSE19, RSE22)</li> <li>- when to seek help for issues online and how to report material (RSE18)</li> <li>- about the age restrictions on</li> </ul>	<u>Sexual Relationships</u> <ul style="list-style-type: none"> <li>- about human reproduction, pregnancy, and the ways that families can be made* (RSE28)</li> <li>- about reasons why people choose to have sex in relationships, in the context of relevant laws* (RSE27, RSE30)</li> <li>- awareness that</li> </ul>	<u>Mental Well being</u> <ul style="list-style-type: none"> <li>- about how to express feelings accurately and the support available within school for wellbeing concerns (HEE1, HEE3)</li> <li>- about the importance of adequate sleep for mental wellbeing (HEE5,</li> </ul>	<u>Internet Safety</u> <ul style="list-style-type: none"> <li>- how to identify harmful behaviours online and how to report or find support if they have been affected (HEE8)</li> <li>- how advertising is targeted at people online and in the media (HE7)</li> <li>- managing time spent online (HEE8)</li> </ul> <u>Physical health and fitness</u>	<u>Drugs, alcohol and tobacco</u> <ul style="list-style-type: none"> <li>- the facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HEE18)</li> <li>- why people use drugs and what the risks might be (HEE13)</li> <li>- about the safe use of prescription medication, including antibiotics (HEE17, HEE19)</li> </ul> <u>Health and prevention</u> <ul style="list-style-type: none"> <li>- how to maintain good oral</li> </ul>

		<p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>- dealing with changing friendships in the move to secondary school (RSE8, RSE9)</li> <li>- the ways in which friends support each other (RSE7, RSE8)</li> <li>- common stereotypes and their impact (RSE10)</li> <li>- about different types of bullying and Cyberbullying (including school policy and procedures) (RSE12)</li> <li>- the importance of personal identity and respecting everyone's right to their own identity (RSE10, RSE11, RSE15)</li> <li>- Peer on peer abuse (GA2)</li> </ul>	<p>some sites and why these are in place (RSE16)</p> <ul style="list-style-type: none"> <li>- about how information is generated, collected and shared online (RSE23)</li> <li>- where to access trustworthy information online (RSE7)</li> </ul> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>- what grooming is and how to seek help (RSE24, HEE8)</li> <li>- what Female Genital Mutilation is, laws in this country and how to get help (RSE24)</li> <li>- about the importance of consent in all relationships (RSE25)</li> </ul>	<p>there are methods of contraception that prevent pregnancy and Sexually Transmitted Infections* (RSE31)</p> <ul style="list-style-type: none"> <li>- awareness that there are a range of choices for someone who is pregnant, including keeping the baby, adoption or abortion (RSE33)</li> </ul>	<p>HE23)</p> <ul style="list-style-type: none"> <li>- about how being connected with others supports mental wellbeing (HEE2)</li> <li>- that they can take care of their mental health in the same way as they do their physical health and some ways to do this (HEE5, HEE6)</li> <li>- to recognise and celebrate their achievements and how this impact on their self-esteem (HEE5)</li> </ul> <p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> <li>- how to manage periods effectively in and out of school (HEE27)</li> <li>- how to manage the physical and emotional changes of puberty (HEE28)</li> <li>- how to maintain personal hygiene (HEE19, HEE28)</li> </ul>	<ul style="list-style-type: none"> <li>- about what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HEE10)</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- about the Eatwell plate and recommended guidelines around healthy eating (HEE12)</li> <li>- how choices around food can contribute to keeping teeth healthy (HEE12)</li> <li>- how different food choices impact on the body (HEE12, HEE20)</li> </ul>	<p>hygiene, including dental flossing, healthy eating and regular check-ups at the dentist (HEE12, HEE20)</p> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> <li>- when and how to seek further help for someone who is injured (HEE24)</li> </ul>
	<p><b>Link to GCSE / AOs</b></p>		<p><b>ICT link</b> – term 1.1 year 7 focusses on online safety, specifically grooming, sexting and cyberbullying. Students will be taught what these areas involve, how they happen and how to respond and report if they happen. This also covers general internet</p>	<p><b>Science link</b> – Term 2 year 7, Human reproduction, the process disregarding the emotional context. Students understand and are able to identify the structures and organs in the reproductive system and the function of the system as whole. The process of</p>	<p><b>Science link</b> – Term 2 year 7, The adolescent body and changes. Lesson 5 of the sexual reproduction unit in animals concentrates on not just the life cycle of animals including humans but puberty and adolescence. It touches upon the menstrual cycle. The lesson challenges</p>	<p><b>Science</b> – Lesson 1 on the science SOW on Energy touches on healthy food and the transition into Energy Students compare the energy values of different foods. They compare the nutritional information and the energy released. Lesson 2 looks at the way energy is stored and</p>	



			safety and sharing personal content online.	reproduction is covered	misconceptions and shows students the changes in the body as they become older	conserved in the human body.	
	<b>National Curriculum Link</b>	Relationships. Education, Relations and Sex Education (RSE) and Health Education – Statutory guidance					
Year 8 – KS3	<b>Content</b>	<b>Families / respectful relationships, including friendships</b>	<b>Online and the media/ Keeping safe</b>	<b>Intimate and sexual relationships incl. sexual health / Living in the wider world</b>	<b>Mental Well-being/ Changing adolescent body</b>	<b>Internet safety and harms / Physical health and fitness / Healthy eating</b>	<b>Drugs, alcohol and tobacco / Health and prevention</b>
	<b>Details</b>	<p><u>Families</u></p> <ul style="list-style-type: none"> <li>- about commitment in relationships and the different ways that people may show this (RSE1)</li> <li>- why marriage is an important choice for many couples (RSE4)</li> <li>- about marriage and civil partnership celebrations</li> <li>- indifferent faiths and cultures (RSE3)</li> <li>- the different roles and responsibilities within families, and how this may change during adolescence (RSE6, RSE9)</li> <li>- Understanding those who have family members in prison and the impact this can have (GA1)</li> </ul>	<p><u>Online</u></p> <ul style="list-style-type: none"> <li>- laws around accessing pornography and sharing of sexual images (RSE17, RSSE18, RSSE20, RSE21, RSE22)</li> <li>- about radicalisation, how to recognise the signs and seek support (RSE17, RSE19, RSSE20)</li> </ul> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>- the laws in relation to sexual activity, including consent</li> </ul>	<p><u>Sexual Relationships</u></p> <ul style="list-style-type: none"> <li>- the characteristics of healthy intimate relationships* (RSE26)</li> <li>- about choices people make around sex, including delaying sex or enjoying intimacy without sex* (RSE30)</li> <li>- basic facts about some different methods of contraception* (RSE31)</li> <li>- know how condoms are used and where they can be accessed* (RSE31, RSE37)</li> <li>- basic information about STIs (how they are transmitted and where they can be treated) * (RSE27, RSE34, RSE35)</li> </ul>	<p><u>Mental Well being</u></p> <ul style="list-style-type: none"> <li>- about common types of mental illness and their symptoms (e.g. anxiety and depression) (HEE4)</li> <li>- how, when and where to seek help for wellbeing concerns (HEE1, HEE3)</li> <li>- how to recognise what impacts on mental health, both positively and negatively, including puberty changes (HEE5, HEE6, HEE28)</li> <li>- about mindfulness and other techniques to induce relaxation and calm (HEE5)</li> </ul>	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> <li>- the impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HEE7)</li> <li>- the impact of trolling and who can help (HEE8)</li> </ul> <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> <li>- about the different types of physical activity and their impact on the body (HEE9, HEE10)</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- the range of influences that might impact food choices (including media, peers, cost, etc) (HEE12)</li> </ul>	<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> <li>- about different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HEE14)</li> <li>- the facts about legal and illegal drugs and the risks associated with them (HEE13)</li> <li>- the risks of dependency and addiction (HEE16)</li> </ul> <p><u>Health and prevention</u></p> <ul style="list-style-type: none"> <li>- facts and science about immunisation and vaccination, including HPV vaccine (HEE22)</li> </ul> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> <li>- when and how to administer CPR (HEE25)</li> <li>- the purpose of defibrillators and when one might be needed (HEE26)</li> <li>- how to treat common injuries (HEE24)</li> </ul>

		<u>Respectful relationships</u> <ul style="list-style-type: none"> <li>- the characteristics of a healthy relationship (RSE8,RSE11, RSE13, RSE26)</li> <li>- the skills needed for successful, healthy relationships (RSE8)</li> <li>- how to start and end relationships (RSE8, RSE9,RSE11)</li> <li>- the impact of bullying on individuals (RSE12)</li> <li>- respect for women, up skirting inappropriate contact etc (GA3)</li> <li>- Honour based violence (forced marriage) (GA4)</li> <li>- about gender identity, including transgender and non-binary (RSE10, RSE11, RSE15)</li> </ul>	(RSE14, RSE24, RSE25) <ul style="list-style-type: none"> <li>- about laws around and warning signs of sexual exploitation (RSE8, RSE24)</li> <li>- about gangs and their impact on individuals, groups and communities (RSE24)</li> </ul>	<u>Living in the wider world</u> <ul style="list-style-type: none"> <li>- understanding savings, loans and interest rates (GA7)</li> <li>- Different financial products and the difference between needs and wants. (GA8)</li> </ul>	<u>Changing adolescent body</u> <ul style="list-style-type: none"> <li>- how to manage periods effectively, including when to seek additional help (HEE27)</li> </ul>		
	<b>Link to GCSE AOs</b>		<b>ICT link</b> – term 1.1 year 7 – Adult content is touched upon in the first unit, focussing on sharing of images of themselves or peers. “I saw your w*llly” NSPCC video to introduce the topic and discussion.			<b>Science</b> – In term 2 students learn about the different nutrients in food. There is a scheme of work in Science labelled food and nutrition. This SOW looks at various areas including: Diet; understanding food labels and nutritional content, what the nutrients are: why we need food. The Science aspect then goes into identifying and testing areas of this such as fat, starch and protein tests. This is a 6 lesson unit looking at nutrients and diets.	<b>Science</b> – Health and Disease unit term 2 looking at diseases in the human body. Identifies and investigates various diseases and their causes.
	<b>National Curriculum</b>	Relationships. Education, Relations and Sex Education (RSE) and Health Education – Statutory guidance					

	Link						
Year 9 – KS4	Content	Families / respectful relationships, including friendships	Online and the media/ Keeping safe	Intimate and sexual relationships incl. sexual health	Mental Well-being/ Changing adolescent body	Internet safety and harms / Physical health and fitness / Healthy eating	Drugs, alcohol and tobacco / Health and prevention
	Details	<p><u>Families</u></p> <ul style="list-style-type: none"> <li>- the characteristics of successful parenting (RSE6)</li> <li>- about the challenges associated with being a teenage parent (RSE6)</li> <li>- legal status around different types of commitment, e.g. cohabiting, civil partnership, marriage (RSE1, RSE3)</li> <li>- about sources of support for those in unsafe relationships or situations and how to access them (RSE7)</li> </ul> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>- what constitutes sexual harassment, laws and impact (RSE10, RSE14)</li> <li>- what a hate crime is (including misogyny) and laws around this (RSE10, RSE11, RSE12, RSE15)</li> <li>- how to manage conflict in</li> </ul>	<p><u>Online</u></p> <ul style="list-style-type: none"> <li>- about how pornography presents a distorted picture of sexual behaviours (RSE21)</li> <li>- the potential impact of viewing harmful content online, including on mental health (RSE20)</li> </ul> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>- what honour-based violence is, laws around it and how to get help (RSE24) to include breast ironing and honour killings understanding how cultural pressure can lead to fatalities</li> </ul>	<p><u>Sexual Relationships</u></p> <ul style="list-style-type: none"> <li>- how to recognise the characteristics of a healthy intimate relationship* (RSE26)</li> <li>- impact of alcohol use on decision-making around sex (including capacity to consent) * (RSE14, RSE24, RES36)</li> <li>- about Sexually Transmitted Infections, prevalence and treatment* (RSE34, RSE35, RSE37)</li> <li>- the range of contraceptive options and how these are accessed* (RSE31, RSE37)</li> </ul>	<p><u>Mental Well being</u></p> <ul style="list-style-type: none"> <li>- how to recognise the signs of mental illness in themselves and others (HEE3)</li> <li>- the role of friends in supporting mental wellness and when it is appropriate to seek other support (HEE2, HEE3)</li> <li>- how community participation contributes to mental wellbeing (HEE6)</li> </ul>	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> <li>- how social media can impact on wellbeing, and sources of support (HEE8)</li> </ul> <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> <li>- the benefits of physical activity on mental wellbeing (HEE5, HEE9)</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- how to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (e.g. 'fad' diets) (HEE12)</li> </ul>	<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> <li>- how drugs can impact on mental health (HEE5, HEE13)</li> <li>- how alcohol impacts on decision-making and risk-taking (HEE13, RSE36)</li> <li>- about county-lines and the impact on individuals (HEE13, HEE14)</li> </ul> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> <li>- how to put someone in the recovery position and to recognise when this is needed (HEE24)</li> </ul>

		relationships (RSE8, RSE9) - about different types of domestic abuse, including coercive control (RSE7, RSE10, RSE13, RSE24)	(GA6) - laws around consent and how to give and - laws around consent and how to give and receive consent (RSE14, RSE24, RSE25)				
	Link to GCSE / AOs		<b>Computer Science</b> GCSE – this covers censorship and restricting access to content by different countries. This conversation then leads to adult content, pornography and gambling. We aim to discuss distorted behaviours but based on what pupils have witnessed in their own online lives.			<b>PE GCSE</b> – Health and performance unit. Students study the physical, social and emotional benefits of a good diet. They study physical health and fitness including diabetes, being obese and the affect, and cardiovascular fitness. The key link this unit talks about it the conversion of energy through your diet and the way it can affect the body.	<b>Science</b> – Health and Disease unit term 2 looking at diseases in the human body. 8 lesson SOW in KS4 covered in year 9. Students understand the meaning of health/ WHO. Covid crisis would have introduced a lot to these key words/ organisations. Cardiovascular disease, cancer and causes of various disease influenced by nutrition included. Students also look at how pathogens are spread, this touches then upon hygiene.
	National Curriculum Link	Relationships. Education, Relations and Sex Education (RSE) and Health Education – Statutory guidance					
Year 10 – KS4	Content	Families / respectful relationships, including friendships	Online and the media/ Keeping safe	Intimate and sexual relationships incl. sexual health	Mental Well-being/ Changing adolescent body	Internet safety and harms / Physical health and fitness / Healthy eating	Drugs, alcohol and tobacco / Health and prevention
	Details	<u>Families</u>  - about forced marriage laws, impact and support (RSE4, RSE24) - Homelessness linked	<u>Online</u>  - how pornography shows an unreal representatio	<u>Sexual Relationships</u>  - about choices around pregnancy, including keeping the baby, adoption, abortion and where to get further help (RSE33)	<u>Mental Well being</u>  - what stress is, including fight, flight, freeze response (HEE3) - helpful strategies	<u>Internet Safety</u>  - laws and risks around online gambling, including the accumulation of debt (HEE7) -	<u>Drugs, alcohol and tobacco</u>  - about different legal about dependency and addiction and the services that can support people experiencing these (HEE16) - the long-term health risks associated with smoking and second-hand smoke (HEE18) - the different ways that

		<p>to poor choices and destructive behaviours that force adults and children to leave a home and live on the street ( GA5)</p> <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> <li>- facts about domestic abuse and how it impacts on individuals, children and families in the short and long-term (RSE13, RSE24)</li> <li>- about abuse in teen relationships (RSE13, RSE24)</li> <li>- how to recognise warning signs of abuse in relationships (RSE13, RSE24)</li> <li>- about sexual exploitation, including grooming (RSE13, RSE22, RSE24, RSE25)</li> </ul>	<p>n of sex and the impact that watching it may have on expectations in relationships (RSE21)</p> <ul style="list-style-type: none"> <li>- 'Cat-fishing' and fake identities online (RSE16, RSE17, RSE19)</li> </ul> <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> <li>- facts and laws around stalking and harassment, both on and offline, and where to get help (RSE24, HEE8)</li> </ul>	<ul style="list-style-type: none"> <li>- about HIV transmission, prevalence, treatment and living with the illness (RSE34, RSE35, HEE19)</li> <li>- Strategies for identifying, managing and resisting sexual pressure (RSE29, RSE30)</li> <li>- Skills for discussing contraception with a partner (RSE26, RSE31)</li> </ul>	<p>to deal with time and stress management (HEE5)</p> <ul style="list-style-type: none"> <li>- about common mental illnesses and their treatment, including medication and talking therapies (HEE3, HEE4)</li> <li>- Strategies for dealing with the end of relationships (HEE1, HEE2, HEE3, HEE5, HEE6)</li> </ul>	<p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> <li>- About the science relating to blood, organ and stem cell donation (HEE11)</li> <li>- how physical activity impacts on emotional wellbeing (HEE9, HEE5, HEE6)</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- the range of influences that might impact food choices (including media, peers, cost, etc) (HEE12)</li> </ul>	<p>people can use to give up smoking and where these are accessed (HEE18)</p> <p><u>Health and prevention</u></p> <ul style="list-style-type: none"> <li>- the importance of sleep for mental and physical well-being (HEE23)</li> <li>- about how phone, internet use and social networking may impact on sleep quality (HEE5, HEE23)</li> <li>- about self-examination and when to seek help from a professional about changes to their body (HEE21)</li> <li>- about antibiotics, how they treat infections and dangers of over-use and mis-use (HEE19)</li> </ul> <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> <li>- the skills to administer CPR and a defibrillator (HEE25, HEE26)</li> </ul>
	Link to GCSE / AOs			<p><b>Science</b> – Health and disease units, covering infectious diseases including STD's and HIV – Lesson 5, 6 and 7 covers disease including infectious disease and the impact on the persons immune system.</p>			<p><b>Science</b> – in the health and disease unit, smoking is covered and the effect in lesson 2 which focuses on cardiovascular disease.</p>
	National Curriculum Link	Relationships. Education, Relations and Sex Education (RSE) and Health Education – Statutory guidance					
Year 11 – 11-14	Content	Families / respectful relationships, including	Online and the media/ Keeping safe	Intimate and sexual relationships incl. sexual health	Mental Well-being/ Changing adolescent body	Internet safety and harms / Physical health and fitness / Healthy eating	Drugs, alcohol and tobacco / Health and prevention

		<b>friendships</b>					
<b>Details</b>	<u>Respectful relationships</u>	<u>Online</u>	<u>Sexual Relationships</u>	<u>Mental Well being</u>	<u>Internet Safety</u>	<u>Drugs, alcohol and tobacco</u>	
	<ul style="list-style-type: none"> <li>- laws around and the impact of sexual violence, sexual harassment and rape (RSE13, RSE14, RSE24, RSE25)</li> <li>- about services that support people who have experienced sexual violence, harassment and rape and how to access these (RSE7)</li> <li>- about gangs, initiation and sexual abuse (RSE8, RSE11, RSE12, RSE13, RSE14)</li> </ul>	<ul style="list-style-type: none"> <li>- about useful apps and websites that support revision (HEE16)</li> </ul> <u>Keeping Safe</u> <ul style="list-style-type: none"> <li>- facts and laws around to recognise the signs of consent in a range of situations (RSE8, RSE24)</li> </ul>	<ul style="list-style-type: none"> <li>- facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women (RSE27, RSE28)</li> <li>- about the impact of drug, alcohol and substance use on choices around sex (RSE36, HEE13)</li> </ul>	<ul style="list-style-type: none"> <li>- about the impact exam stress may have on mental health and when to seek help (HEE5)</li> <li>- helpful techniques to cope with exam stress, including revision techniques (HEE5)</li> <li>- about different strategies people use to cope with poor emotional health and which might be more helpful in the long term (HEE5)</li> </ul>	<ul style="list-style-type: none"> <li>- about how the media and internet often show unrealistic images of people and bodies (HE7E)</li> <li>- how to critically analyse images and information they receive online (HEE7)</li> </ul> <u>Healthy Eating</u> <ul style="list-style-type: none"> <li>- about food hygiene rules and why they are important (HEE12)</li> </ul>	<ul style="list-style-type: none"> <li>- the impact of drug and substance misuse on individuals, families and communities (HEE13)</li> </ul> <u>Health and prevention</u> <ul style="list-style-type: none"> <li>- how to develop and follow a healthy sleep routine, particularly around revision and exams (HEE23)</li> <li>- about what supports healthy sleep (HE23)</li> </ul>	
<b>Link to GCSE / AOs</b>							
<b>National Curriculum Link</b>	Relationships. Education, Relations and Sex Education (RSE) and Health Education – Statutory guidance						

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

### Secondary RSHE Outcomes progression framework

This document has been created to address sequencing and progression of the new statutory outcomes for Relationships and Sex Education and Health Education (RSHE).

The table indicates where the new statutory requirements are addressed across the year groups.

Relationships Education							
Theme	Pupils Should know:	Code	Y7	Y8	Y9	Y10	Y11
Families	That there are different types of committed stable relationships	RSE1					
	How these relationships might contribute to human happiness and their importance for bringing up children	RSE2					
	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	RSE3					
	Why marriage is an important relationships choice for many couples and why it must be freely entered into	RSE4					
	The characteristics and legal status of other types of long-term relationships	RSE5					
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	RSE6					

	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.	RSE7					
<b>Theme</b>	<b>Pupils Should know:</b>	<b>Code</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>
<b>Respectful relationships including friendships</b>	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.	RSE8					
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	RSE9					
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. how they might normalise non-consensual behaviour or encourage prejudice)	RSE10					
	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	RSE11					
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	RSE12					
	That some types of behaviour within relationships are criminal, including violence behaviour and coercive control	RSE13					
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	RSE14					
	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.	RSE15					
<b>Theme</b>	<b>Pupils Should know:</b>	<b>Code</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>
<b>Online and Media</b>	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	RSE16					
	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 materials placed online	RSE17					



	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them	RSE18					
	What to do and where to get support to report material or manage issues online	RSE19					
	The impact of viewing harmful content	RSE20					
	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	RSE21					
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	RSE22					
	How information and data is generated, collected, shared and used online	RSE23					
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	RSE24					
	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).	RSE25					
Theme	<b>Pupils Should know:</b>	Code	Y7	Y8	Y9	Y10	Y11
Intimate and sexual relationships including	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	RSE26					
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg. physical, emotional, mental, sexual and reproductive health and wellbeing	RSE27					
Sexual Health	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	RSE28					
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	RSE29					

	That they have a choice to delay sex or to enjoy intimacy without sex	RSE30						
	The facts about the full range of contraceptive choices, efficacy and options available	RSE31						
	The facts about pregnancy including miscarriage	RSE32						
	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)	RSE33						
	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	RSE34						
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	RSE35						
	How the use of alcohol and drugs can lead to risky sexual behaviour	RSE36						
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	RSE37						
<b>Health Education</b>								
<b>Theme</b>	<b>Pupils Should know:</b>	<b>Code</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	
<b>Mental Wellbeing</b>	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	HEE1						
	That happiness is linked to being connected to others	HEE2						
	How to recognise the early signs of mental wellbeing concerns	HEE3						
	Common types of mental ill health (e.g. anxiety and depression)	HEE4						
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	HEE5						
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	HEE6						
<b>Inter net safety and harms</b>	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for their life online, over-reliance on online	HEE7						

	relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online						
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	HEE8					
Physical health and fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress	HEE9					
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health	HEE10					
	About the science relating to blood, organ and stem cell donation.	HEE11					
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	HEE12					
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions	HEE13					
	The law relating to the supply and possession of illegal substances	HEE14					
	The physical and psychological risks associated with alcohol consumption in adulthood	HEE15					
	The physical and psychological consequences of addiction, including alcohol dependency	HEE16					
	Awareness of the dangers of drugs which are prescribed but still present serious health risks	HEE17					
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	HEE18					
Theme	<b>Pupils Should know:</b>	Code	Y7	Y8	Y9	Y10	Y11
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	HEE19					

	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	HEE20	Yellow				
	(late secondary) the benefits of regular self-examination and screening	HEE21				Yellow	
	The facts and science relating to immunisation and vaccination	HEE22		Yellow			
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	HEE23	Yellow			Yellow	
Basic first aid	Basic treatment for common injuries	HEE24	Yellow	Yellow	Yellow		
	Life-saving skills, including how to administer CPR	HEE25		Yellow		Yellow	
	The purpose of defibrillators and when one might be needed	HEE26		Yellow		Yellow	
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing	HEE27	Yellow	Yellow			
	The main changes which take place in males and females, and the implications for emotional and physical health	HEE28	Yellow	Yellow			
Further Context driven themes as an add on	Understanding those who have family members in prison and the impact this can have	GA1		Yellow			
	Peer on peer abuse	GA2	Yellow				
	respect for women, up skirting inappropriate contact etc	GA3		Yellow			
	Honour based violence (forced marriage)	GA4		Yellow			
	Homelessness linked to poor choices and destructive behaviours that force adults and children to leave a home and live on the street	GA5				Yellow	
	breast ironing and honour killings understanding how cultural pressure can lead to fatalities	GA6				Yellow	

	understanding savings, loans and interest rates	GA7					
	Different financial products and the difference between needs and wants	GA8					

### 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 GATEWAY ACADEMY	
Agreed actions from discussion with parents	