

**Relationship and Sex
Education Policy (RSE)**



Document Control

Version	Date	Action
1	29.06.26	Ratified by Quality and Standards Committee

This policy is a Trust-wide policy and applies without exception to all staff, students, trustees and governors who attend or work at all academies and settings in the Trust or in the central Trust structure.

Table of Contents

1. Aims	3
2. Statutory requirements	4
3. Policy development	4
4. Definition.....	4
5. Curriculum.....	5
6. Delivery of RSE.....	5
7. Use of external organisations and materials	7
8. Roles and responsibilities	8
8.1 The board of trustees	8
8.2 Director of Education	8
8.3 Local governing bodies	8
8.4 The headteacher	9
8.5 The PSHE/RSE Lead	9
8.5a Staff- make clear who in your setting delivers RSE.....	9
8.6 Pupils.....	9
9. Parents' right to withdraw	9
10. Training	10
11. Monitoring arrangements	10

1. Aims

The aims of relationships and sex education (RSE) in our trust 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 and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In our secondary academies, we will provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As primary and secondary academies in TCAT we teach RSE as outlined in this policy.

3. Policy development

This policy has been developed in consultation with the TCAT Central Safeguarding Team alongside the TCAT Personal Development Hub. The consultation and policy development for Penketh High School has consisted of:

1. Review – a Hub representative from each academy and the central trust Safeguarding team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to read the policy make recommendations.
4. Pupil consultation – we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the board of trustees for ratification

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.

5. Curriculum

Our (Penketh High School) RSE curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with stakeholders and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed.

We will share any curriculum resources and materials with parents and carers upon request.

6. Delivery of RSE

Personal Development (PD) is the curriculum subject through which RSHE, PSHE and Citizenship content is delivered at Penketh High School.

It is a statutory requirement for schools in England to teach Relationships, Sex and Health Education (RSHE) to all secondary aged pupils, as per the Children and Social Work Act (2020). The Department for Education (DfE) states that RSHE enables 'young people to understand what healthy relationships look like and how to navigate their personal lives in a positive, safe and healthy way' and it 'supports children and young people to keep themselves and others safe, both on and offline'.

The DfE calls Personal, Social, Health and Economic Education (PSHE) 'an important and necessary part of all pupils' education' and 'is the subject through which children and young people acquire the knowledge, skills and attributes they need to stay [physically and emotionally] healthy, safe and thrive, now and in the future'.

The DfE affirms that Citizenship Education 'helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society'. It 'equips pupils with the skills and knowledge to explore political and social issues critically', and 'prepares pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions'.

The DfE evidence review highlighted the subject's importance to children and young people's well-being and knock-on effects on academic achievement, stating that 'The evidence shows that [the subject] can improve the physical and psychological well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'. Other major evidence reviews also found that PD supports academic attainment by removing barriers to learning.

The Personal Development curriculum at Penketh High School is carefully planned and sequenced to deliver a supportive, coherent, cohesive and consistent delivery of topics that equip pupils with the knowledge and skills necessary to make safe and informed decisions in a wide variety of circumstances, providing pupils with the best chance to flourish in everyday life and society both now and in their lives beyond high school.

Whilst comprehensively fulfilling the statutory duty to deliver RSHE, the Personal Development curriculum also provides a broad and balanced delivery of key PSHE topics – it promotes Spiritual, Moral, Social and Cultural (SMSC) development; it prepares pupils for the opportunities, responsibilities and experiences for later life; it promotes British values; it supports the development of physically, emotionally and socially healthy young people; it promotes the maintenance of physical and mental health and well-being; it encourages the development of pupils' character; it promotes

equality of opportunity and inclusion; and it provides Careers Information, Education, Advice and Guidance (CIEAG), supporting the development of essential employability skills for the 21st century. All content used is factual and age-appropriate for all pupils and is subject to regular review to make sure it is relevant, safe and effective.

Our curriculum is planned to cover all of the above through a spiralled curriculum with the following Units of Work –

- **Year 7:** Families and changing relationships, Puberty and keeping safe, Influences on relationships, foundations of Citizenship, Emotional Wellbeing, Friendships and bullying, Economic wellbeing and careers – financial decisions.
- **Year 8:** Health and wellbeing, Personal safety and managing risk, Healthy and unhealthy relationships, Law, justice and identity, Belonging and community, The online world, Economic wellbeing and careers – managing money.
- **Year 9:** Drug education, Navigating online harms, Intimate sexual relationships, Power, politics and participation, Mental health and wellbeing, managing risk in relation to the law, Economic wellbeing and careers – careers and future choices.
- **Year 10:** Independence, health choices and wellbeing, Managing influence, Exploring consent and recognising abuse, The UK and the wider world, Navigating the online world, Friendships, diversity and challenging extremism, Economic wellbeing and careers – study, work and careers, Online financial harms, Life-long wellbeing.
- **Year 11:** Safe relationships and sexual health, Families, fertility and pregnancy, Drugs and personal safety.

Our PD lessons reduce or remove barriers to learning, such as bullying, low self-esteem, and unhealthy or risky behaviours. The curriculum equips pupils with the skills and knowledge to be able to make informed decisions, allowing them to keep themselves and others safe whilst preparing them for adult life, as well as providing wider opportunities for pupils to develop themselves in a variety of ways.

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

At TCAT primary academies relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

At TCAT secondary academies 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

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request. 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 our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

1. **Inclusivity**

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

2. **Use of resources**

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers and staff present in any session that they can say "no" or, in extreme cases, stop a session
- Make sure that an informed employee is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees will approve the RSE policy, and hold the Principal/Headteacher to account for its implementation through the Director of Education for TCAT

The board has delegated the approval of this policy to the Safeguarding Committee.

8.2 Director of Education

The Director of Education will:

- Work with the TCAT Safeguarding Team and senior leaders to make sure they can implement the policy in their school
- Report to the Safeguarding Committee on any issues with its implementation across the trust

8.3 Local Governing Challenge Boards

Local governing bodies are responsible for supporting the implementation of the policy at their academy.

8.4 The Headteacher

The Principal/Headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from (non- components of RSE (see section 9).

8.5 The PSHE/RSE Lead

Are responsible for organising the curriculum and developing appropriate resource to enable the delivery of RSE. They are responsible for monitoring its impact and for updating the curriculum in light of national or local changes. They are responsible for ensuring that staff are fully prepared to deliver content and that parents/carers are kept informed of what aspects of RSE are being delivered.

8.5 a Staff

Staff are responsible for:

- Delivering RSE and ensuring it is delivered in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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 Principal/Headteacher.

8.6 Pupils

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

9. Parents' right to withdraw

Across our Primary Academies parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the (non-statutory/non-science) components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school. The Principal/ Headteacher or PSHE lead will discuss the request with the parents/carers and take appropriate action.

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

Across our Secondary Academies parents/carers 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 Principal/Headteacher of the school.

A copy of withdrawal requests will be placed on CPOMS. The headteacher or PSHE lead will discuss the request with parents/carers and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher/PSHE Lead 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the nominated lead through:

- Scheduled whole school curriculum reviews
- Trust reviews
- Local Authority reviews
- Work scrutinies and book looks
- Learning walks
- Staff 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 the TCAT Safeguarding Team. At every review, the policy will be approved by Safeguarding sub-committee of the Trust Board.

Appendix 1: Curriculum map- Each Academy to complete

Relationships and sex education curriculum map

Curriculum PD X1 per fortnight

	Year 7	Year 8	Year 9	Year 10	Year 11
Half-term 1 & 2	RSE unit: Families and changing relationships Theme: the role of the family, caring for each other in changing circumstances, divorce and separation. Intro to PD Family and belonging Understanding changing relationships Roles in the family Managing change, loss and grief Family courts	RSE unit: Health and wellbeing Theme: decision-making skills, healthy lifestyle, wellbeing, food, exercise, sleep, impact of climate change on young people. Making healthier choices (food for thought) Maintaining dental health Being active! Healthier sleep habits Climate change and wellbeing Navigating different views (Climate change)	RSE unit: Drug education Theme: managing situations involving alcohol, vapes and other substances. Vaping What's the problem with vaping (LifeLab) Exploring attitudes The law and managing risk Alcohol and cannabis Managing influence	RSE unit: Independence, health choices & wellbeing Theme: informed, healthy, and responsible health choices. Study skills Making informed choices (food for thought) Making decisions about being active Menstruation matters Exploring donation (blood, organs & stem cells) What is testicular cancer? Breast awareness Signs, symptoms and self-examination	RSE unit: Safe relationships and sexual health Theme: healthy & unhealthy relationship behaviours, power & control, setting boundaries, managing conflict & breakups, making informed decisions about sexual health. Healthy & unhealthy relationships Power & control Setting boundaries and getting help Relationship behaviours Choices related to sex and contraception Sexual health You before two: contraception choices
Half-term 3 & 4	RSE unit: Puberty and keeping safe Theme: Puberty, testicular and vulval health, identifying and reporting abuse. Puberty and emotional changes Menstrual wellbeing Testicular health Taking care of the vulva Making disclosures (abuse) Keeping safe (FGM)	RSE unit: Personal safety and managing risk Theme: assessing risk, support for personal safety (range of contexts, incl. On the road, around water, alcohol and drug use). Firework safety Staying safe on the roads Water safety: Have you got their back?	RSE unit: Navigating online harms Theme: online harms, how to respond to deepfake AI images, misogynistic narratives. Feelings about sharing nudes Deepfakes: Motivations and consequences Tackling deepfakes Exploring harms and misconceptions	RSE Unit: Managing influence Theme: online content, harmful attitudes, misogyny, impact of content on wellbeing, attitudes and behaviour. All about the money? Can it be trusted? The impact and spread of	RSE unit: Families, fertility, and pregnancy Theme: family life, committed relationships, parenting responsibilities, fertility, routes to parenthood, unplanned pregnancy and options. Long-term commitments The legal status of marriage

		Classroom RevivR (BHF) Understanding drugs Tobacco and nicotine Alcohol and risk What's the problem with vaping?	Responding to misogyny	misogynistic narratives Safely challenging misogynistic narratives Safely challenging misogynistic beliefs and attitudes Gambling BBFC Emotional Wellbeing	Parenting Fertility and routes to parenthood Pregnancy outcomes Pregnancy choices Communication matters Modern families
Half-term 5 & 6	RSE unit: Influences on relationships <u>Theme:</u> influences/expectations of – and attitudes towards – relationships, online and media influences. Healthy and unhealthy relationships Managing conflict Introduction to consent Deciding what to watch Relationships on-screen Managing challenging content	RSE unit: Healthy and unhealthy relationships <u>Theme:</u> range of relationship issues facing young people, harassment, image-sharing, gendered violence, how to get support. Healthy relationships Sexualised media Safer online relationships Sexual harassment and harmful sexual behaviour Sharing of nudes Consent Preventing gender-based violence Send me a pic (CEOP)	RSE unit: Intimate sexual relationships <u>Theme:</u> consent, health & safe sexual relationships, contraception. Avoiding assumptions Freedom and capacity to consent Relationship values Contraception Sexual health Managing the ending of relationships Fertility Respecting me, you, us (CEOP)	RSE unit: Exploring consent and recognising abuse <u>Theme:</u> consent, recognising, challenging and seeing support for harmful behaviours or abuse. The role of intimacy and pleasure The impact of pornography Pornography and regulation Pressure, persuasion and coercion FGM Forced marriage Relationship rights and reporting abuse The rights idea (UofE)	RSE unit: Drugs and personal safety <u>Theme:</u> risks linked to substance use & gang involvement, managing external influences, strategies to stay safe and seek support. Assessing risk Managing influence Help seeking How it might start Risks and consequences Getting out Looking out for each other

Form PD X1 per week

	Year 7	Year 8	Year 9	Year 10
Half-term 1	Citizenship unit: Foundations of Citizenship <u>Theme:</u> Democracy, Rights and Community L1: What does it mean to be a Citizen in the UK?	Citizenship unit: Law, Justice, and Identity <u>Theme:</u> Legal Systems, Rights, Diversity L1: How are laws created in the UK and what role do MPs play? L2: How does the UK justice system work?	Citizenship unit: Power, Politics and Participation <u>Theme:</u> Democracy, Parliament, Media, Participation L1: What is the difference between Parliament and Government, and who	Citizenship unit: The UK and the Wider World <u>Theme:</u> Global Citizenship, Economy, Governance L1: How does the UK work with global organisations like the UN, EU, and Commonwealth?

	L2: What is Democracy and why is it important in the UK? L3: What is the difference between Rules and Laws, and why do we need them? L4: What Rights and Freedoms do we have in the UK, and why do we need them? L5: What makes a community and how can we contribute through volunteering? L6: How can we make a positive change in our community?	L3: What are your legal rights and responsibilities as a young person in the UK? L4: How do our identities shape who we are and why is diversity important in society? L5: What are human rights and why do they matter around the world? L6: How can we use debate to explore and defend human rights?	holds the power in the UK? L2: What do UK political parties stand for and how do elections shape our government? L3: How do the media and the public keep those in power accountable? L4: How can individuals take action and influence change in a democracy? L5: How do different voting systems affect representation and fairness in elections? L6: How can we create a political campaign that communicates our values and ideas?	L2: What global issues affect us today and how can governments and individuals respond? L3: How does the UK government raise and spend money to support public services? L4: How can we manage public money responsibly and make informed choices as citizens? L5: What are the UN Sustainable Development Goals and how can we support them? L6: How can we design a campaign to raise awareness of and act on a global issue?
Half-term 2	RE unit (CEC) - Judaism	RSE unit: Belonging and community <u>Themes:</u> respect, cohesion, communities, bias, stereotypes, discrimination, inclusion L1: Identity and community L2: Bias and stereotypes L3: Discrimination and the protected characteristics L4: Values and constructive disagreement L5: Diverse and supportive communities L6: British Values	RSE unit: Mental Health and wellbeing <u>Themes:</u> self-regulation, strategies L1: Managing strong emotions L2: Managing distractions L3: Managing disappointments and setbacks L4: Unhealthy coping strategies L5: Healthy coping strategies L6: Influences and self-expression	RSE unit: Navigating the online world <u>Themes:</u> impact and risks of AI, digital technologies, misinformation, deepfakes, sharing images. L1: How does AI affect our daily lives? L2: What are the limitations of generative AI? L3: How does generative AI affect our understanding of the world? L4: How do chatbots affect relationships? L5: Digital deception: deepfakes – what is the harm? L6: Digital deception: deepfakes – what can be done?
Half-term 3	RSE unit: Emotional Wellbeing: managing change and transition <u>Themes:</u> transition, setting learning goals, developing social & emotional skills	RSE unit: The Online world <u>Themes:</u> online behaviour, manipulation, algorithms, income	RE unit (CEC) - Holocaust	RSE unit: Friendships, diversity and challenging extremism <u>Themes:</u> bullying, harmful attitudes, inclusion, extremism

	L1: Thriving in secondary school L2: Goal setting L3: Managing emotions L4: Managing reactions L5: Developing positive thinking habits L6: Managing rumination and worry L7: Managing tension and stress	L1: Click and pay: phones and financial risk L2: Gaming, social media and algorithms: the pressure to spend online L3: Money matters: seeking help and support L4: The business of influence L5: Feeding the algorithm L6: Anti-fraud education		L1: Recognising and challenging bullying behaviour L2: Recognising and challenging unhealthy attitudes to bullying L3: Valuing diversity L4: Understanding and preventing extremism L5: How are people drawn into extremist groups? L6:
Half-term 4	RSE unit: Friendship and Bullying <u>Themes:</u> (un)healthy friendships, bullying L1: Friendship and empathy L2: Bullying and bystanders L3: Friendship challenges L4: Similarities, differences and peer influences L5: Coercive friendships L6: Building stress resilience in adolescence	RE unit (CEC) - Similarities & Differences	RSE unit: Managing risk in relation to the law <u>Themes:</u> criminal behaviour, gangs, cybercrime L1: Serious and organised crime L2: Gangs – managing risks and staying safe L3: Causes of cybercrime L4: Effects of cybercrime L5: Cyber first navigators L6: Run, Hide, Tell	Economic Wellbeing & Careers unit: Study, work and careers <u>Themes:</u> career choices and pathways, work experience, applications for study or work L1: Identifying career preferences L2: Navigating the careers landscape L3: Mapping a career path L4: Making a good impression L5: Preparing for work experience L6: Reflecting on work experience
Half-term 5	RE unit (CEC) - Hinduism	Economic Wellbeing & Careers unit: Managing Money <u>Themes:</u> financial decision making, economic wellbeing, bank accounts, saving, borrowing L1: How to open a bank account L2: Reading a bank statement L3: How to save money L4: How to use a bank card L5: How to manage debt L6: Decision making – a guide to banking	Economic Wellbeing & Careers unit: Careers and future choices <u>Themes:</u> GCSE option choices, career goals, future L1: Exploring career interests L2: Work patterns and workplaces L3: Managing pressure and seeking support L4: Preparing for KS4 options L5: Showcasing personal strengths L6: Managing online reputation	RSE Unit: Online financial harms Theme: Online financial risks, spending safely, financial exploitation. L1: Making money online: rights, risks and cryptocurrencies L2: Wana bet? Controlled and uncontrolled online spending L3: Financial exploitation online: factors, strategies and support L4: Anti-fraud: money laundering L5: Anti-fraud: social engineering

Half-term 6	<i>Economic Wellbeing & Careers</i> unit: Financial Decisions <u>Themes:</u> financial literacy, decision making, risk assessment, spending L1: Making spending decisions L2: Budgeting L3: Getting a job L4: The impact of inflation L5: The critical consumer L6: Decision making: budgeting for a summer holiday	<i>RE</i> unit (CEC) - Humanism	<i>RE</i> unit (CEC) - Philosophy	<i>RSE</i> unit: Life-long wellbeing Theme: mental health, strategies to support wellbeing, managing workload, preparing for exams. L1: Mental health and wellbeing throughout life L2: Managing distractions L3: Changing thinking habits L4: Seeking help and support L5: Managing stress and tension L6: Managing change, loss and grief L7: The importance of sleep
--------------------	--	---	---	---

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help

	• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available

	• The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
--	--

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

TO BE COMPLETED BY PARENTS/CARERS			
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			