

A K E L E Y W O O D  
S C H O O L

## Relationships, Sex and Health Education (RSE) Policy

September 2024

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### 1 Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aim to empower each student to shine with the brilliance that is distinctly their own. We commit to fostering an educational environment where authenticity is celebrated and the unique qualities of every child, be that academic, creative or sporting are recognised and nurtured.

Akeley Wood School aims to develop our students with 5 key learner habits:

**Aspiration:** Striving to be the very best you can be, in everything you do.

**Resilience:** Bouncing back from setbacks, learning from failures, and persisting in their efforts.

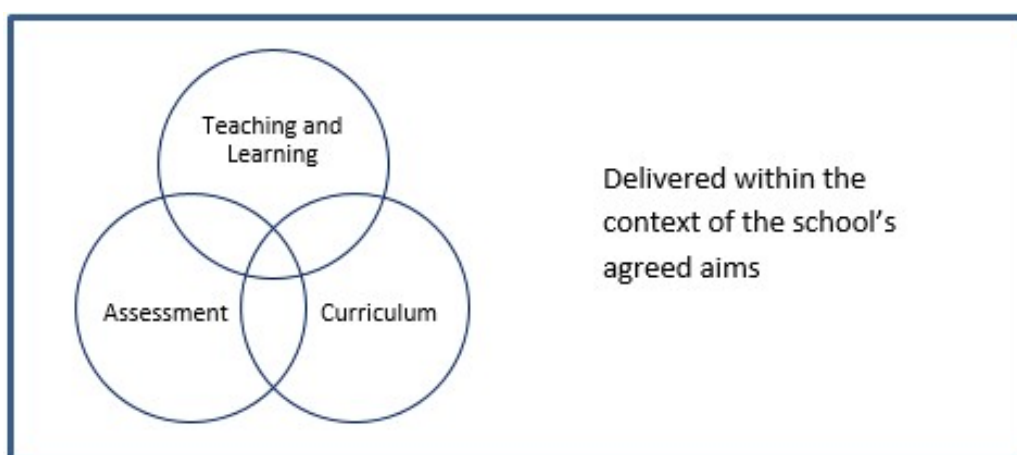
**Responsibility:** Instilling a sense of responsibility for one's actions and their impact on the community locally, Nationally and Internationally

**Integrity:** Behaving ethically and doing what is right even when it is challenging

**Courage:** Standing up for what you know is right and what you believe in; taking risks in pursuit of your dreams.

1.1 This policy forms part of the curriculum.

1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to



ensure that all of them make the best progress possible and attain high standards'.

- 1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.
- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

## **2 Statutory requirements**

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 At our Junior School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards
- 2.3 At our Senior School, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Akeley Wood School, we teach RSE as set out in this policy.

### 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 – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons in their Student Council / Student Voice meetings.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Primary sex education will focus on:
  - Preparing all students for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not 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; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

## 6 Delivery of RSE

6.1 Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one timetabled lesson of taught PSHEE a week in Junior School and at KS3; at KS4 it is incorporated into the tutor time programmes. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

6.2 At our Junior School, 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

All RSE taught in PSHEE is in addition to RSE that is covered in the science curriculum.

6.3 At our Senior School, 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

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

- 6.5 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, LGBTQ+ 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

### Staff & Governance

#### 7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is the Headteacher for Junior School and Assistant Head, Character and Wellbeing for Senior School. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### 7.2 The Headteacher

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

#### 7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Students will be taught RSE by their Class Teachers at Junior School and by their Form Tutors at Senior School.

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.

## 8 Students

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

### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Akeley Wood School is mindful of preparing students for adulthood.

Akeley Wood School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## 9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

9.2 If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)



- 9.3 Parents of students at our Junior School do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Alternative work will be given to students who are withdrawn from sex education.

- 9.4 Parents of students at our Senior School 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 Headteacher.

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.

The Headteacher will decide if it appropriate for any child to be removed from an RSE lesson or topic.

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

## 10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. Ongoing RSE training for Teachers takes place as necessary and staff are supported with resources from the PSHE Association and EC publishing.
- 10.2 The Headteacher 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

- 11.1 The delivery of RSE is monitored by the Character and Wellbeing Lead for Junior School through; Lesson observations learning walks and monitoring discussions with Phase Leaders and pupils. Otrack assessments will also be viewed and evaluated. Work reviews will also be carried out to monitor coverage and attainment

At our Senior School RSE is monitored by the Assistant Head, Character and Wellbeing, Supported by the Pastoral Team, through; Lesson observations, learning walks and monitoring discussions with form tutors and students.

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

**Appendix 1: Relationships and Sex Education Curriculum Map – Junior School**

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YEAR GROUP	TOPIC DETAIL	RESOURCES
EARLY YEARS	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for;</p> <ul style="list-style-type: none"> <li>• People who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• The role these different people play in children’s lives and how they care for them</li> <li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents</li> <li>• The importance of telling someone – and how to tell them – if they are worried about something in their family</li> </ul> <p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <ul style="list-style-type: none"> <li>• Situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• What it means to keep something private, including parts of the body that are private</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• When it is important to ask for permission to touch others</li> <li>• How to ask for and give/not give permission</li> </ul>	

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	<p><b>Being responsible</b> Pupils should know; he characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• Know how you can help other people</li> <li>• Be able to recognise kind and thoughtful behaviours and actions</li> <li>• Understand the risks of talking to people you don't know very well in the community</li> </ul> <p>Be able to identify the differences between being responsible and being irresponsible</p>	
Year 1	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for;</p> <ul style="list-style-type: none"> <li>• People who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• The role these different people play in children's lives and how they care for them</li> <li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents</li> <li>• The importance of telling someone – and how to tell them – if they are worried about something in their family</li> </ul> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p>	<p><a href="#">Medway Public Health Directorate - Primary RSE Lessons</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

	<ul style="list-style-type: none"><li>• Situations when someone’s body or feelings might be hurt and whom to go to for help</li><li>• What it means to keep something private, including parts of the body that are private</li><li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li><li>• How to respond if being touched makes them feel uncomfortable or unsafe</li><li>• When it is important to ask for permission to touch others</li><li>• How to ask for and give/not give permission</li></ul> <p><b>Being responsible</b> Pupils should know; he characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"><li>• The importance of self-respect and how this links to their own happiness.</li><li>• Know how you can help other people</li><li>• Be able to recognise kind and thoughtful behaviours and actions</li><li>• Understand the risks of talking to people you don’t know very well in the community</li><li>• Be able to identify the differences between being responsible and being irresponsible</li></ul>	<p><a href="#">Colourful on-screen guide</a> • <a href="#">Activity/assessment worksheets</a> • <a href="#">Video with alternative endings</a></p>
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<p>Year 2</p>	<p><b>Families and friendships</b>          Making friends; feeling lonely and getting help</p> <ul style="list-style-type: none"> <li>• How to be a good friend, e.g. kindness, listening, honesty</li> <li>• Different ways that people meet and make friends</li> <li>• Strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• What causes arguments between friends</li> <li>• How to positively resolve arguments between friends</li> <li>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul> <p><b>Safe relationships and staying safe</b>          Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <ul style="list-style-type: none"> <li>• How to recognise hurtful behaviour, including online</li> <li>• What to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• What bullying is and different types of bullying</li> <li>• How someone may feel if they are being bullied</li> <li>• The difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Respecting ourselves and others and being responsible</b>          Pupils should know; the characteristics of healthy family life, the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• Be able to name ways you can improve in an activity or sport</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">Thinkuknow Jessie and Friends</a></p> <p><a href="#">Colourful on-screen guide • Activity/assessment worksheets • Video with alternative endings</a>  <a href="#">See online scheme for videos and class activities.</a></p>
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	<ul style="list-style-type: none"> <li>• Understand the importance of trying hard and not giving up be able to see the benefits of practising an activity or sport</li> <li>• By the end of the lesson, students should:</li> <li>• Know how you can help other people</li> <li>• Be able to recognise kind and thoughtful behaviours and actions</li> <li>• Understand the risks of talking to people you don't know very well in the community</li> <li>• Be able to identify the differences between being responsible and being irresponsible</li> </ul>	
Year 3	<p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• What privacy and personal boundaries are, including online</li> <li>• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• That bullying and hurtful behaviour is unacceptable in any situation</li> <li>• The effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> </ul> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	Please see online scheme for videos and class activities

	<ul style="list-style-type: none"> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • 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 those in positions of authority.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Families and friendships</b>            What makes a family; features of family life</p> <ul style="list-style-type: none"> <li>• To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• That being part of a family provides support, stability and love</li> </ul>	<p><a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
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	<ul style="list-style-type: none"> <li>• The positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• The different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• To identify if/when something in a family might make someone upset or worried</li> <li>• What to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <ul style="list-style-type: none"> <li>• To recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• How to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• The importance of self-respect and their right to be treated respectfully by others</li> <li>• What it means to treat others, and be treated, politely</li> <li>• The ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><a href="#">Premier League Primary Stars- KS2 Behaviour/relationships Do the right thing</a></p>
Year 4	<p><b>Families and friendships</b> Positive friendships, including online</p> <ul style="list-style-type: none"> <li>• The features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• Strategies to build positive friendships</li> <li>• How to seek support with relationships if they feel lonely or excluded</li> <li>• How to communicate respectfully with friends when using digital devices</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

- How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- What to do or whom to tell if they are worried about any contact online

### **Safe relationships**

Responding to hurtful behaviour; managing confidentiality; recognising risks online

- To differentiate between playful teasing, hurtful behaviour and bullying, including online
- How to respond if they witness or experience hurtful behaviour or bullying, including online
- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- How to manage pressures associated with dares
- When it is right to keep or break a confidence or share a secret
- How to recognise risks online such as harmful content or contact
- How people may behave differently online including pretending to be someone they are not
- How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

### **Respecting ourselves and others**

Respecting differences and similarities; discussing difference sensitively

- To recognise differences between people such as gender, race, faith
- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations

[Google and Parent zone Be Internet](#)

[Legends](#)

[1 decision Computer safety \(£\)](#)

[Premier League Primary Stars KS2 PSHE](#)

[Diversity](#)

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	<ul style="list-style-type: none"> <li>• The importance of respecting the differences and similarities between people</li> <li>• A vocabulary to sensitively discuss difference and include everyone</li> </ul>	
Year 5	<p><b>Families and friendships</b> Managing friendships and peer influence</p> <ul style="list-style-type: none"> <li>• What makes a healthy friendship and how they make people feel included</li> <li>• Strategies to help someone feel included</li> <li>• Peer influence and how it can make people feel or behave</li> <li>• The impact of the need for peer approval in different situations, including online</li> <li>• Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• That it is common for friendships to experience challenges</li> <li>• Strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• That friendships can change over time and the benefits of having new and different types of friends</li> <li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• When and how to seek support in relation to friendships</li> </ul> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <ul style="list-style-type: none"> <li>• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How it feels in a person's mind and body when they are uncomfortable</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE</a> <a href="#">Inclusion</a> <a href="#">FPA – Growing up with Yasmine and Tom (£)</a>  <a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

	<ul style="list-style-type: none"> <li>• That it is never someone’s fault if they have experienced unacceptable contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> <li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• Whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <ul style="list-style-type: none"> <li>• To recognise that everyone should be treated equally</li> <li>• Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• The impact of discrimination on individuals, groups and wider society</li> <li>• Ways to safely challenge discrimination</li> <li>• How to report discrimination online</li> </ul>	<p><a href="#">Premier League - Primary Stars Behaviour/relationships Do the right thing; Developing values</a></p> <p><a href="#">Coram Life Education - ‘The Belonging Toolkit’, upper KS2 single and double lessons</a></p>
Year 6	<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <ul style="list-style-type: none"> <li>• What it means to be attracted to someone and different kinds of loving relationships</li> <li>• That people who love each other can be of any gender, ethnicity or faith</li> </ul>	<p><a href="#">Medway Public Health Directorate Primary RSE</a></p>

	<ul style="list-style-type: none"> <li>• The difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• The qualities of healthy relationships that help individuals flourish</li> <li>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• That people have the right to choose whom they marry or whether to get married</li> <li>• That to force anyone into marriage is illegal</li> <li>• How and where to report forced marriage or ask for help if they are worried</li> </ul> <p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations</p> <ul style="list-style-type: none"> <li>• To compare the features of a healthy and unhealthy friendship</li> <li>• The shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Strategies to respond to pressure from friends including online</li> <li>• How to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• How to get advice and report concerns about personal safety, including online</li> <li>• What consent means and how to seek and give/not give permission in different situations</li> </ul> <p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p><a href="#">Thinkuknow Play Like Share</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom</a> (£)</p> <p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p>
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	<ul style="list-style-type: none"><li>• About the link between values and behaviour and how to be a positive role model</li><li>• How to discuss issues respectfully</li><li>• How to listen to and respect other points of view</li><li>• How to constructively challenge points of view they disagree with</li><li>• Ways to participate effectively in discussions online and manage conflict or disagreements</li></ul>	
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**Appendix 1: Relationships and Sex Education Curriculum Map – Senior School**

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES /LOGISITICS OPTIONAL
Year 7	Autumn 1	<ul style="list-style-type: none"> <li>• Keeping good friendships and avoiding toxic ones</li> <li>• Bullying or banter? Why do people bully others and what can we do to help stop this?</li> <li>• How to keep safe online and positive relationships (on and offline)</li> </ul>	
	Autumn 2	<ul style="list-style-type: none"> <li>• Puberty- what happens when and why.</li> <li>• Periods- what happens when and why</li> </ul>	
	Spring 2	<ul style="list-style-type: none"> <li>• The different types of family relationships and why we don't always get along</li> <li>• Healthy and unhealthy relationships</li> <li>• Love and relationships- falling in love</li> <li>• What is sexting and why is it risky to send personal images</li> </ul>	
Year 8	Spring 2	<ul style="list-style-type: none"> <li>• What is consent and why is it important we know about it?</li> <li>• Safe sex and the use of contraception</li> <li>• Why do teenage parents have it so tough? How can we avoid pregnancy?</li> <li>• Sexual health and STIs</li> <li>• What is pornography and why can it be dangerous</li> </ul>	
	Summer 1	<ul style="list-style-type: none"> <li>• Sextortion</li> </ul>	

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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES /LOGISITICS OPTIONAL
Year 9	Spring 2	<ul style="list-style-type: none"> <li>• Different types of relationships</li> <li>• Consent</li> <li>• STIs</li> <li>• Domestic violence and abusive relationships</li> <li>• Being lured into dangerous relationships</li> <li>• What is peer pressure and how can we overcome this.</li> </ul>	
Year 10	Spring 2	<ul style="list-style-type: none"> <li>• Do we have healthy/unhealthy relationships with our role models</li> <li>• Revenge Porn</li> <li>• Forced and arranged marriage</li> <li>• STI's + Milk Game</li> <li>• HIV/Aids</li> <li>• Break ups + Harassment/stalking</li> </ul>	
Year 11		<ul style="list-style-type: none"> <li>• Bullying - body shaming + body positivity</li> <li>• What is 'Good sex'</li> <li>• Why is it essential we know about consent, rape and sexual abuse</li> <li>• Relationship types and sexuality</li> <li>• Fertility and reproductive health</li> </ul>	



## Appendix 2: Key Learning Milestones

**By the end of Junior School, students should know:**

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• 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 those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g., family, school and/or other sources</li></ul>

### By the end of Senior School, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

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TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 3

### Parent form: Withdrawal from sex education within RSE (Senior School Only)

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	

## **Appendix 4: DfE RSE Statutory Guidance Suggested Resources**

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

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Audience	All school staff

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<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards