



Midsomer Norton Schools Partnership

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LST: TGI/RNO

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

The Midsomer Norton Schools' Partnership (MNSP) Trust are obliged by law to produce a Relationships and Relationships and Sex policy.

This must:

- Define Relationships and Relationships and Sex education;
- Describe how Relationships and Sex education is provided and who is responsible for providing it;
- Say how Relationships and Sex education is monitored and evaluated;
- Include information about parents' right to withdraw; and
- Be reviewed regularly

As a Trust we believe that all children and young people have a fundamental right to high quality and comprehensive relationships and sex education which promotes good sexual health and equal and enjoyable relationships.

From September 2020 all secondary schools in England are required to teach Relationships and Sex Education. All Primary schools in England are required to teach Relationships Education. It is also recommended that all primary schools have a programme of sex education tailored to the needs of their pupils.

Definition of Relationships Education

Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Relationships Education should:

- Include being taught what a relationship is, what friendship is, what family means and who the people are that can support them.
- Build on early education and ensure children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.
- Teach about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, contact- these are the forerunners of teaching about consent, which takes place at secondary.
- Ensure the principles of positive relationships also apply online.
- Be inclusive in terms of different families and reflect sensitively that some young children may have a different structure of support around them
- Create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing.
- Ensure pupils know how to report concerns and seek advice when they suspect or know something is wrong

Definition of Sex and Relationship Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE should:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

The Law

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make under section 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The school’s relationships and sex programme meets the needs of all young people in the school and is developmentally appropriate. Teaching is sensitive, age appropriate and delivered with reference to the law.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

The subject areas taught in both secondary and primary schools are identified below, including the subject area delivered.

By the end of Primary School:

PSHE relationship and sex education units of work aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships.

The grid below shows specific RSE learning intentions for each year group:

Year Group	Unit Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. respect my body and understand which parts are private
2	Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

3	How Babies Grow	<p>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>express how I feel when I see babies or baby animals</p>
	Babies	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>
	Outside Body Changes	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Inside Body Changes	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Having A Baby	<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Girls and Puberty	<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Babies – Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p>

		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this
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By the end of secondary school:

Please note: the left hand column 'Criteria' shows what should be covered in each school. In the right hand column an example is shown from one of our secondary schools of how this is covered through the curriculum..

Families

Criteria	Where covered
That there are different types of committed, stable relationships	PB Year 8 'Journey of life' PB PSHE Year 8 RSE- Relationships PSHE Year 9 RSE- Relationships 'I think...' Tutor Time Year 10- Relationships
How these relationships might contribute to human happiness and their importance for bringing up children	PB Year 8 'Journey of Life' PB Year 11 'Marriage and Family Life' Tutor Time Year 10 'Parenting'
What marriage is, including their legal status - for example, 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	PB Year 8 'Journey of Life' Marriage, Civil Weddings, Civil Partnerships, Cohabitation Divorce PB Year 11 'Marriage and Family Life'
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	PSHE Year 8 RSE- What is a healthy or unhealthy relationship PSHE Year 8 Consent PB Year 8 'Journey of Life' Hindu Wedding- Task What is an arranged marriage and how is this different to a forced marriage' PB Year 11 'Marriage and Family Life', Marriage Opinions'
The characteristics and legal status of other types of long-term relationships	PB Year 11 'Marriage and Family Life' Marriage Opinions: What is the legal difference? Citizens Advice https://www.citizensadvice.org.uk/family/living-together-marriage-and-civil-partnership/living-together-and-marriage-legal-differences/
The roles and responsibilities of parents with respect of raising children, including the characteristics of successful parenting	Tutor Time Year 10 'Parenting' What makes a good parent? PB Year 10 'Parenting and Boundaries', including World's Strictest Parents.
How to determine whether other children, adults or sources are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 Year 10 'Child Sexual Exploitation' PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure'

Respectful relationships, including friendships

Criteria	Where covered
<p>The characteristics of positive and healthy friendships, in all contexts including online, such as: 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</p>	<p>PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 Year 10 'Child Sexual Exploitation' PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Attitudes to sex PB Year 11 Screwball</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Citizenship- Assertive behaviour PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 Year 10 'Child Sexual Exploitation' PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Attitudes to sex PB Year 11 Screwball</p>
<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</p>	<p>PSHE Year 7 Pride Rainbow Art PSHE Year 8 RSE LGBTQ+ Stonewall 'FIT' PSHE Year 8 RSE Gender Stereotypes PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness) PSHE Year 9 LGBTQ+ and HBT bullying PSHE Year 9 Putting the Men in Mental Health PB Year 9 Prejudice and Discrimination Identity, Perception, Stereotype, Prejudice, Discrimination PB Year 9 Prejudice and Discrimination "Homelessness"</p>

	<p>PB Year 9 Prejudice and Discrimination 'Gender' PB Year 9 Prejudice and Discrimination 'Islam phobia' PB Year 9 'Gandhi' PB Year 9 'Martin Luther King' PB Year 10 Putting the Men in Mental Health and gender stereotypes PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Gender Prejudice PB Year 11 Roles of women within religion PB Year 11 Hindu attitudes to homosexuality (LGBTQ+) including 'what is gender', the gender unicorn, being an ally</p>
<p>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</p>	<p>PSHE Year 7 Citizenship 'What makes an outstanding Learner' PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness, Bollywood Dancing, African Drumming, Human Rights, Emotional Wellbeing, Mandalas, Mandarin taster lessons) The 7 Character Strengths (Assemblies, ethos, tutor time activities) PB Year 8 Living Faiths Trip. Visits include Bristol Hindu Temple, St Mary Redcliffe Church and Shal Jalal Mosque PB Christmas Assemblies (Rotation: Unity, Homelessness, Ageism, Poverty, Peace) PB Speakers- Humanist Association (Year 9), Welton Baptist Church (Year 10), Midsomer Norton Methodist Church (Year 10)</p>
<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>	<p>PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 9 HBT Bullying PSHE Year 9 'Where to go for help' Tutor Time Year 10 'Where to go for help' Tutor Time Year 11 'Where to go for help'</p>
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>	<p>PSHE Year 8 RSE- What is a healthy or unhealthy relationship PSHE Year 8 Consent PB Year 10 'I never said yes' Tutor Time Year 10 Spiralling Tutor Time Year 11 Personal Safety and Stalking</p>
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p>PSHE Year 7 Citizenship- Cyberbullying PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 9 'Relationships... I think...' PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Gender Prejudice PB Year 11 Roles of women within religion PB Year 11 Hindu attitudes to homosexuality (LGBTQ+) including 'what is gender', the gender unicorn, being an ally Tutor Time Year 10 'Characteristics of Positive Relationships' Tutor Time Year 10 'Spiralling' Tutor Time Year 11 Personal Safety and Stalking</p>

<p>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</p>	<p>PSHE Year 7 Citizenship 'What makes an outstanding Learner' PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness, Bollywood Dancing, African Drumming, Human Rights, Emotional Wellbeing, Mandalas, Mandarin taster lessons) The 7 Character Strengths (Assemblies, ethos, tutor time activities) PB Year 8 Living Faiths Trip. Visits include Bristol Hindu Temple, St Mary Redcliffe Church and Shal Jalal Mosque PSHE Year 7 Pride Rainbow Art PSHE Year 8 RSE LGBTQ+ Stonewall 'FIT' PSHE Year 8 RSE Gender Stereotypes PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness, Bollywood Dancing, African Drumming, Human Rights) PSHE Year 9 LGBTQ+ and HBT bullying PSHE Year 9 Putting the Men in Mental Health PB Year 9 Prejudice and Discrimination Identity, Perception, Stereotype, Prejudice, Discrimination PB Year 9 Prejudice and Discrimination 'Homelessness' PB Year 9 Prejudice and Discrimination 'Gender' PB Year 9 Prejudice and Discrimination 'Islam phobia' PB Year 9 'Gandhi' PB Year 9 'Martin Luther King' PB Year 10 Putting the Men in Mental Health and gender stereotypes PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Gender Prejudice PB Year 11 Roles of women within religion PB Year 11 Hindu attitudes to homosexuality (LGBTQ+) including 'what is gender', the gender unicorn, being an ally</p>
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Online and Media

Criteria	Where covered
<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<p>PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 9 HBT Bullying PSHE Year 9 'Sexting' PSHE Year 9 'Where to go for help' Tutor Time Year 10 'Where to go for help' Tutor Time Year 10 'Digital Romance' Tutor Time Year 11 'Where to go for help'</p>
<p>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</p>	<p>PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 10 'I never said yes'</p>

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 10 'I never said yes'
What to do and where to get support to report material or manage issues online	PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 10 'I never said yes'
The impact of viewing harmful content	PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 11 Planet Porn vs Planet Reality
That specifically sexually explicit material, for example 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	PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 11 Planet Porn vs Planet Reality
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 10 'I never said yes'
How information and data is generated, collected, shared and used online	PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment

Being safe

Criteria	Where covered
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	PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PB Year 8 Journey of Life-Brit Milah 'What is the difference between male and female circumcision PB Year 8 Journey of Life- Hindu Weddings 'What is the difference between arranged and forced marriage?'

	<p>PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 'Child Sexual Exploitation' PB Year 10 'I never said yes' PB Year 10 'Resisting pressure' PB Year 10 FGM PB Year 11 Attitudes to sex PB Year 11 Screwball Tutor Time Year 11 Personal Safety and Stalking</p>
<p>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</p>	<p>PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PB Year 8 Journey of Life-Brit Milah 'What is the difference between male and female circumcision PB Year 8 Journey of Life- Hindu Weddings 'What is the difference between arranged and forced marriage?' PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 'Child Sexual Exploitation' PB Year 10 'I never said yes' PB Year 10 'Resisting pressure' PB Year 10 FGM PB Year 11 Attitudes to sex PB Year 11 Screwball</p>

Intimate and sexual relationships, including sexual health

Criteria	Where covered
<p>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</p>	<p>PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- Spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 'Child Sexual Exploitation' PB Year 10 'I never said yes' PB Year 10 'Resisting pressure' PB Year 11 Attitudes to sex PB Year 11 Screwball</p>
<p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</p>	<p>PSHE Year 8 Pregnancy PSHE Year 8 School Nurse Visit PSHE Year 9 STI's PB Year 11 STI's PB Year 11 School Nurse Visit PB Year 11 Hindu Family Life- Fertility, including menopause</p>
<p>That there are a range of strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure and not pressuring others</p>	<p>Year 7 Citizenship Being Assertive PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- Spiralling (Domestic Violence) Tutor time Year 10- Where to go for help Tutor time Year 10- Digital Romance Tutor time Year 10- Characteristics of Healthy or unhealthy relationships Tutor time Year 10 'The break up' PB Year 10 'Child Sexual Exploitation' PB Year 10 'I never said yes' PB Year 10 'Resisting pressure' PB Year 11 Attitudes to sex PB Year 11 Screwball Tutor Time Year 11 Personal Safety and Stalking</p>
<p>That they have a choice to delay sex or to enjoy intimacy without sex</p>	<p>PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE- What is good sex? Consent Brook Sexual Advice, DO Consent Handshake PSHE Year 9 Safer Sex- Reasons to wait PB Year 10 'Resisting pressure'</p>

	<p>PB Year 10 Consent- are you ready?</p> <p>PB Year 11 Attitudes to sex</p> <p>PB Year 11 Screwball</p>
<p>The facts about the full range of contraceptive choices, efficacy and options available</p>	<p>PSHE Year 8 School Nurse Visit</p> <p>PSHE Year 8 Pregnancy</p> <p>PSHE Year 9 Safer Sex</p> <p>PB Year 10 Contraception</p> <p>Year 11 School Nurse Visit</p> <p>Tutor Time Year 11 Which Methods of Contraception would suit different people?</p>
<p>The facts around pregnancy including miscarriage</p>	<p>PSHE Year 8 Pregnancy</p>
<p>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)</p>	<p>PSHE Year 9 RSE- Where to go for help</p> <p>Tutor Time Year 10 RSE- Where to go for help</p> <p>Tutor Time Year 11 RSE- Where to go for help</p> <p>Year 11 Matters of Life and Death- I'm pregnant, now what?</p> <p>What can I think about to help me decide? Where can they get further help?</p>
<p>How the different sexually transmitted infections (STIs), including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p>	<p>PSHE Year 8 RSE School Nurse Visit</p> <p>PSHE Year 9 RSE Safer Sex</p> <p>PSHE Year 9 RSE STI's</p> <p>PSHE Year 9 RSE HIV</p> <p>Tutor Time Year 11 STI's</p> <p>PB Year 11 School Nurse Visit</p>
<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<p>PSHE Year 8 RSE School Nurse Visit</p> <p>PSHE Year 9 RSE Safer Sex</p> <p>PSHE Year 9 RSE STI's</p> <p>PSHE Year 9 RSE HIV</p> <p>Tutor Time Year 11 STI's</p> <p>PB Year 11 School Nurse Visit</p>
<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p>PSHE Year 8 Drugs 'Binge Drinking'</p> <p>PSHE Year 9 Drugs 'Alcohol'</p> <p>PSHE Year 9 Drugs 'Alcohol and the law'</p> <p>PSHE Year 10 Child Sexual Exploitation</p>
<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>PSHE Year 8 School Nurse Visit</p> <p>PSHE Year 9 RSE- Where to go for help</p> <p>Tutor Time Year 10 RSE- Where to go for help</p> <p>Tutor Time Year 11 RSE- Where to go for help</p> <p>PSHE Year 11 School Nurse Visit</p> <p>In addition, we make frequent reference to the question 'where could someone at this school go for help if they were worried about themselves or someone else' to signpost at the end of every lesson</p>

The Law

Criteria	Where covered
Marriage	PB Year 8 Journey of Life Scheme of Learning Year 11 Marriage and the Family Scheme of Learning
Consent, including the age of consent	PSHE Year 8 Consent PSHE Year 9 Consent PB Year 10 Consent PB Year 10 Screwball PB Year 10 I never said yes Tutor Time 'Would you like a cup of tea?' Tutor Time 'Spiralling'
Violence against women and girls	PSHE Year 8 RSE- What is a healthy or unhealthy relationship? PSHE Year 9 'Relationships... I think....'# Tutor Time Year 10 Spiralling (Domestic Violence) PB Year 10 Year 10 'I never said yes' PB Year 10 Year 10 'Resisting pressure' PB Year 11 Gender Prejudice PB Year 11 Roles of women within religion
Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc)	PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 11 Online Safety
Pornography	PSHE Year 7 Staying Safe Online PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment PB Year 11 Planet Porn vs Planet Reality
Abortion	PSHE Year 8 School Nurse Visit PSHE Year 9 RSE- Where to go for help Tutor Time Year 10 RSE- Where to go for help Tutor Time Year 11 RSE- Where to go for help PSHE Year 11 School Nurse Visit Year 11 Matters of Life and Death- I'm pregnant, now what? What can I think about to help me decide? Where can they get further help?
Sexuality	PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+) PSHE Year 8 RSE LGBTQ+ Stonewall 'FIT' PSHE Year 8 RSE Gender Stereotypes PSHE Year 9 LGBTQ+ and HBT bullying PB Year 9 Prejudice and Discrimination Identity, Perception, Stereotype, Prejudice, Discrimination PB Year 9 Prejudice and Discrimination Homosexuality PB Year 9 Prejudice and Discrimination 'Gender' PB Year 11 Hindu attitudes to homosexuality (LGBTQ+) including 'what is gender', the gender unicorn, being an ally
Gender identity	PSHE Year 7 RSE Puberty, including the gender unicorn PSHE Year 8 Celebrating Differences Day 'Growing up Trans'

	PB Year 11 Hindu attitudes to homosexuality (LGBTQ+) including 'what is gender', the gender unicorn, being an ally
Substance misuse	PSHE Year 7 Drugs Scheme of Learning PSHE Year 8 Drugs Scheme of Learning PSHE Year 9 Drugs Scheme of Learning PB Year 10 Alcohol and Drugs Tutor Time Year 10 What is addiction? Tutor Time Year 10 NPS Tutor Time Year 11 Psychosis
Violence and exploitation by gangs	PSHE Year 9 County Lines PB Year 10 Crime and Punishment County Lines PB Year 10 Knife Crime (Police)
Extremism and radicalisation	PB Year 9 Prejudice and Discrimination Scheme of Learning, What is the difference between moderate and radical Islam? What is radicalisation? Terrorism. Islam phobia. Tutor Time Year 11: Extremism, where is the line?
Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	PSHE Year 9 County Lines PB Year 10 Crime and Punishment County Lines PB Year 10 Knife Crime (Police)
Hate crime	PSHE/ PB Year 8 Celebrating Differences Day Assembly from the charity SARI on Hate Crime PB Year 9 Prejudice and Discrimination Scheme of Learning
Female Genital Mutilation (FGM)	Year 8 Journey of Life 'Brit Milah', What is the difference between male and female circumcision PB Year 10 What is FGM?

Physical Health and Mental Wellbeing

Criteria	Where covered
<p>Mental Wellbeing: How to talk about their emotions accurately and sensitively, using appropriate vocabulary, that happiness is linked to being connected to others, how to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression), 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, the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>PSHE Year 7 Managing Emotions PSHE Year 7 Mood Swings PSHE Year 7 Surviving Puberty Celebrating Differences Day (Mindfulness mandalas, Celebrating Emotions) PSHE Year 9 Mental Health Scheme of Learning (Emotional Wellbeing, Depression, Self-Harm, Emotions, Stress, 5 Ways to wellbeing including being active, Putting the Men in Mental Health, Body Image) PB Year 10 Stress Management, Body Image PSHE Year 7 The Importance of Exercise</p>
<p>Internet Safety and harms: 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 of their life online, over-reliance on online 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.</p>	<p>PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying PSHE Year 7 Citizenship- Friendship PSHE Year 7 Staying Safe Online PSHE Year 9 Mental Health Scheme of Learning (Emotional Wellbeing, Depression, Self Harm, Emotions, Stress, 5 Ways to wellbeing including being active, Putting the Men in Mental Health, Body Image) PSHE Year 9 'The impact of the internet' PSHE Year 9 'Sexting' PSHE Year 10 Digital Romance, including online sexual harassment</p>
<p>Physical Health and fitness: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress, the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health, about the science relating to blood, organ and stem cell donation.</p>	<p>PSHE Year 7 Managing Emotions PSHE Year 7 Mood Swings PSHE Year 7 Surviving Puberty Celebrating Differences Day (Mindfulness mandalas, Celebrating Emotions) PSHE Year 9 Mental Health Scheme of Learning (Emotional Wellbeing, Depression, Self Harm, Emotions, Stress, 5 Ways to wellbeing including being active, Putting the Men in Mental Health, Body Image) PB Year 10 Stress Management, Body Image PSHE Year 7 The Importance of Exercise, including the links between an inactive lifestyle and ill health.</p>
<p>Drugs, alcohol and tobacco: the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions, the law relating to the supply and possession of illegal substances, the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood, the physical and psychological consequences of addiction, including alcohol dependency, awareness of the dangers of drugs which are prescribed but still present serious health risks, the facts about the harms from smoking tobacco (particularly the link to lung</p>	<p>PSHE Year 7 Drugs Scheme of Learning PSHE Year 8 Drugs Scheme of Learning PSHE Year 9 Drugs Scheme of Learning PB Year 10 Crime and Punishment, Drugs, Alcohol and Smoking Tutor Time Year 10 Alcohol Tutor Time Year 10 Drugs Tutor Time Year 11 Psychosis PSHE Year 9 Where to go for help Tutor Time Year 10 Where to go for help Tutor Time Year 11 Where to go for help</p>

cancer), the benefits of quitting and how to access support to do so.	
<p>Health and Prevention: Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</p> <p>(late secondary) the benefits of regular self-examination and screening</p> <p>the facts and science relating to immunisation and vaccination</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	<p>Careers Assembly- Infection Nurse BMI Bath</p> <p>Tutor Time Year 10 Self Examination (Know your balls, Coppa Feel, Smear)</p> <p>Activities Week ‘Beautiful Inside and Out’, School Nurse visit on self-examination, smear testing, HPV</p> <p>School Nurse Visit Year 8</p> <p>School Nurse Visit Year 11</p> <p>Year 7 RSE The Importance of sleep</p>
<p>Basic First Aid: basic treatment for common injuries, life-saving skills, including how to administer CPR · the purpose of defibrillators and when one might be needed.</p>	<p>PSHE Year 7 Safe Leisure Time Scheme of Learning</p> <p>PSHE Year 9 First Aid Scheme of Learning, including primary survey, recovery position, resuscitation, first aid kit, bleeding and shock, allergic reaction</p> <p>Activities Week ‘Beautiful Inside and Out’ Visit from St Johns Ambulance to deliver first aid training.</p>
<p>Changing Adolescent body: key facts about puberty, the changing adolescent body and menstrual wellbeing, the main changes which take place in males and females, and the implications for emotional and physical health</p>	<p>PSHE Year 7 Puberty</p> <p>PSHE Year 7 Puberty survival</p> <p>PSHE Year 7 Mood swings</p> <p>PSHE Year 7 Changing body (Always)</p> <p>PSHE Year 8 Puberty revisited</p>

Sharing information with parents

Parents will be informed about Relationships and Sex Education via the Trust website. They will also be informed of their right to withdraw their child/children if they wish.

Withdrawing pupils from RSE

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE (that does not form part of the National Curriculum e.g. Science), however parents cannot withdraw from Relationship Education.

Before parents decide on this option we encourage parents discussing their request with the Head Teacher, and, where appropriate, with the child to ensure their wishes are understood and to clarify the nature, purpose of the curriculum. The Head Teacher will also discuss the benefits of receiving RSE and any detrimental effects may have on the child. E.g. emotional and social exclusion.

After discussions schools should respect parents’ requests to withdraw, up to three terms before the child turns 16. At this point, if the child wishes to receive SRE the school should make arrangements to provide the child with RSE during one of those terms.

Head Teachers will automatically grant a request to withdraw a pupil from any Relationships Education delivered in Primary schools, other than part of the science curriculum.

Pupils who are withdrawn will still receive appropriate and purposeful education during the period of withdrawal.