



# Midsomer Norton Schools Partnership

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## 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. For most primary schools, Relationships, Health and Sex Education is taught within a well-structured PSHE programme. Each individual school will choose their approach to teaching PSHE and will choose a programme to meet the needs of their school. The MNSP Trust has a suggested Long Term Overview, based on the PSHE Association Scheme of Work, which some schools may adopt. Some schools use Jigsaw. Overviews of each school's chosen PSHE programme ([Appendix 1](#)), including details of how this programme meets the statutory requirements for RSE will be found on the school's website.

### Pupils with SEND

The DfE makes specific reference to the following guidance points which both MNSP mainstream schools and specialist provisions implement to improve RSE provision for pupils with SEND:

- 1. Accessibility and personalisation**  
"Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparation for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND."
- 2. Awareness of vulnerability**  
"Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects."
- 3. Tailored content**  
"In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages."

MNSP Special Schools, Resource Bases and Alternative provisions ensure that RSE teaching is adapted to meet the individual needs of their learners.

As a Trust we understand and appreciate the connection between RSE and Safeguarding. We recognise that our pupils with SEND are the most vulnerable in society. Teachers ensure that they make the most difficult of concepts accessible to all learners. They deliver differentiated, personalised learning experiences, using adapted resources.

## 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 school.
- 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.

## In Church Schools

We recognise that our church schools must teach RSE within the SIAMs (Statutory Inspection of Anglican and Methodist Schools) framework of dignity and respect. We want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in Church of England Schools, Relationships, Sex and Health Education lessons will help pupils in exploring the foundational ethic of "Love your neighbour as yourself" (Mark 12.31). Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

In our church schools our Christian visions and values shape all that we do, including our approach to RSE teaching.

## 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.

### RSE in Primary Schools:

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. Sex Education is not compulsory in primary schools. The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Each school must determine whether they should cover additional content on sex education to meet the needs of their pupils. It is the recommendation of the DfE that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils in order to ensure that both boys and girls are prepared for the changes that adolescence brings. Schools should consult parents before the end of year 6 about the detailed content taught.

### Relationship Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'online relationships', and 'Being safe'.

Criteria
<p><b>Families and people who care for me:</b> Pupils should know...</p> <ul style="list-style-type: none"><li>• R1 that families are important for children growing up because they can give love, security and stability.</li><li>• R2 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>• R3 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>• R4 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>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• R6 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>
<p><b>Caring friendships:</b> Pupils should know...</p> <ul style="list-style-type: none"><li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• R8 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>• R9 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• R10 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>• R11 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>
<p><b>Respectful relationships:</b> Pupils should know...</p> <ul style="list-style-type: none"><li>• R12 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>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>

- R14 the conventions of courtesy and manners.
- R15 the importance of self-respect and how this links to their own happiness.
- R16 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.
- R17 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.
- R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- R19 the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships:**

Pupils should know...

- R20 that people sometimes behave differently online, including by pretending to be someone they are not.
- R21 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.
- R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- R24 how information and data is shared and used online.

**Being Safe:**

Pupils should know...

- R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- R26 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.
- R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.
- R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- R32 where to get advice e.g. family, school and/or other sources.

**Health Education**

Health Education in primary schools will cover 'Mental Wellbeing', 'Internet Safety and Harms', 'Physical Health and fitness', 'Healthy Eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

**Criteria**

**Mental wellbeing:**

Pupils should know...

- H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.
- H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**

Pupil should know...

- H11 that for most people the internet is an integral part of life and has many benefits.

- H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- H14 why social media, some computer games and online gaming, for example, are age restricted.
- H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- H17 where and how to report concerns and get support with issues online.

**Physical health and fitness**

Pupils should know...

- H18 the characteristics and mental and physical benefits of an active lifestyle.
- H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- H20 the risks associated with an inactive lifestyle (including obesity).
- H21 how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

Pupils should know...

- H22 what constitutes a healthy diet (including understanding calories and other nutritional content).
- H23 the principles of planning and preparing a range of healthy meals.
- H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol and tobacco**

Pupils should know...

- H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

**Health and prevention**

Pupils should know...

- H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- H31 the facts and science relating to immunisation and vaccination

**Basic First Aid**

Pupils should know...

- H32 how to make a clear and efficient call to emergency services if necessary.
- H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing adolescent body**

Pupils should know...

- H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- H35 about menstrual wellbeing including the key facts about the menstrual cycle.

**Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Every primary school in our Trust sets out in an appendix to this policy how they a) define Sex Education and b) intend to teach this. All schools will consult parents on their chosen approach. "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17. Schools will inform parents of this right and how it applies to their chosen approach for teaching Sex Education.

Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Children will not be taught something that is inappropriate; and if a question from a child arises and the teacher feels it

would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. All lessons should be taught using correct terminology, child-friendly language and diagrams.

The following is a suggested progression of content that should be taught through a structured PSHE curriculum. Please refer to the appendix of this policy for details of each school's approach\*.

Suggested Progress	Suggestions of where this could be covered *	
	Jigsaw Programme	Medway SoW (based on the PSHE Association PoS)
Ages 3 – 5  Growing up: how we have changed since we were babies	<b>F1 &amp; F2 Puzzle 6: Changing Me</b>	<b>Year 1 or 2</b> <b>My Special People</b> -identify our own special people -explain what makes them special to us and why they are important in our lives -describe the different ways our special people care for us -recognise how we can care for them in return
Ages 5-6  Boys' and girls' bodies; correct names for body parts	<b>Year 1 Puzzle 6: Changing Me</b> -start to understand the life cycles of animals and humans -tell some things about me that have changed and some things about me that have stayed the same -tell how my body has changed since I was a baby -identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina -understand that every time I learn something new I change a little bit -tell about changes that have happened in my life	<b>Year 1 or 2</b> <b>We are growing: human life cycle</b> -recognise the main stages of the human life cycle (baby, child, adult) -recognise that the process of growing takes time and describe what changes when people grow from young to old -identify ways we are more independent now than when we were younger -describe our feelings about growing and changing
Ages 6-7  Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)	<b>Year 2 Puzzle 6: Changing Me</b> -recognise cycles of life in nature -tell about the natural process of growing from young to old and understand that this is not in my control -recognise how my body has changed since I was a baby and where I am on the continuum from young to old -recognise the physical differences between girls and boys and use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private -understand that there are different types of touch and can tell you which ones I like and don't like -identify what I am looking forward to when I am in year 3	<b>Year 1 or 2</b> <b>Everybody's body</b> -describe similarities and differences between ourselves and others -challenge simple stereotypes about boys and girls -recognise and use the correct names for main parts of the body  <b>Year 3</b> <b>What makes a good friend?</b> -recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) -explain why friendship and having friends is valuable -identify how friends show they care for and value each other -describe what makes a good friendship and what is most important in a friendship
Ages 7-8  How babies grow and how boys' and girls' bodies change as they grow older	<b>Year 3 Puzzle 6: Changing Me</b> -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	<b>Year 3</b> <b>Falling out with friends</b> -identify what helps maintain friendships -describe feelings when disagreements and conflict occur

<p>Introduction to puberty and menstruation</p>	<ul style="list-style-type: none"> <li>-understand how babies grow and develop in the mother's uterus</li> <li>-understand what a baby needs to live and grow</li> <li>-understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>-identify how boys' and girls'/ bodies change on the outside during this growing up process</li> <li>-identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>-start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>-identify what I am looking forward to when I am in year 4</li> </ul>	<ul style="list-style-type: none"> <li>-identify what can help and not help if there are friendship problems</li> <li>-demonstrate strategies for solving arguments with peers</li> </ul> <p><b>Year 4 or 5</b>  <b>Puberty: time to change</b></p> <ul style="list-style-type: none"> <li>-identify some of the physical changes that happen to bodies during puberty</li> <li>-explain that puberty begins and ends at different times for different people</li> <li>-use scientific vocabulary for external male and female body parts/genitalia</li> </ul>
<p>Ages 8-9</p> <p>Internal and external reproductive body parts</p> <p>Recap about puberty and menstruation</p> <p>Conception explained in simple terms</p>	<p><b>Year 4 Puzzle 6: Changing Me</b></p> <ul style="list-style-type: none"> <li>-understand that some of my personal characteristic have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</li> <li>-correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>-describe how a girl's body changes in order for her to be able to have babies when she is an adults and that menstruation (having periods) is a natural part of this</li> <li>-know how the circle of change works and can apply it to changes I want to make in my life</li> <li>-identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>-Identify what I am looking forward to in year 5</li> </ul>	<p><b>Year 4 or 5</b>  <b>Puberty: menstruation and wet dreams</b></p> <ul style="list-style-type: none"> <li>-use scientific vocabulary for external and internal male and female body parts/genitalia</li> <li>-explain what happens during menstruation (periods)</li> <li>-explain what is meant by ejaculation and wet dreams</li> </ul> <p><b>Year 4 or 5</b>  <b>Puberty: personal hygiene</b></p> <ul style="list-style-type: none"> <li>-explain how and why it is important to keep clean during puberty</li> <li>-describe ways of managing physical change during puberty</li> <li>-respond to questions and give advice to others about puberty</li> </ul>
<p>Ages 9-10</p> <p>Puberty for boys and girls in more detail, including the social and emotional aspects of becoming an adolescent</p> <p>Conception explained in simple biological terms</p>	<p><b>Year 5 Puzzle 6: Changing Me</b></p> <ul style="list-style-type: none"> <li>-be aware of my own self-image and how my body image fits into that</li> <li>-explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>-describe how boys' and girls' bodies change during puberty</li> <li>-understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>-understand that sometimes people need IVF to help them have a baby</li> <li>-Identify what I am looking forward to about becoming a teenager and</li> </ul>	<p><b>Year 4 or 5</b>  <b>Puberty: emotions and feelings</b></p> <ul style="list-style-type: none"> <li>-describe how emotions and relationships may change during puberty</li> <li>-know where we can get the help and support we need in relation to puberty</li> </ul> <p><b>Year 6</b>  <b>Puberty: recap and review</b></p> <ul style="list-style-type: none"> <li>-describe the physical and emotional changes that occur during puberty and how to manage these</li> <li>-identify myths and facts about puberty, and what is important for a young person to know</li> </ul>

	<p>understand this brings growing responsibilities (age of consent)</p> <p>-identify what I am looking forward to when I am in year 6</p>	<p>-demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</p>
<p>Ages 10-11</p> <p>Puberty for boys and girls revisited</p> <p>Understanding conception to the birth of a baby</p> <p>Becoming a teenager</p>	<p><b>Year 6 Puzzle 6: Changing Me</b></p> <p>. be aware of my own self-image and how my body image fits into that</p> <p>-explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>-be able to ask the questions I need answered about changes during puberty</p> <p>-describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>-understand how being physically attracted to someone changes the nature of the relationship</p> <p>-identify what I am looking forward to and what worries me about the transition to secondary school</p>	<p><b>Year 6</b></p> <p><b>Puberty: change and becoming independent</b></p> <p>-describe some changes that happen as we grow up</p> <p>-identify the range of feelings associated with change, transition to secondary school and becoming more independent</p> <p>-describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</p> <p><b>Year 6</b></p> <p><b>Positive and healthy relationships</b></p> <p>-describe some changes that happen as we grow up</p> <p>-identify the range of feelings associated with change, transition to secondary school and becoming more independent</p> <p>-describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</p> <p><b>Year 6</b></p> <p><b>How babies are made</b></p> <p>-identify the links between love, committed relationships / marriage and conception</p> <p>-explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</p> <p>-explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</p>

**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	<p>PB Year 8 'Journey of life' PB</p> <p>PSHE Year 8 RSE- Relationships</p> <p>PSHE Year 9 RSE- Relationships 'I think...'</p> <p>Tutor Time Year 10- Relationships</p>

How these relationships might contribute to human happiness and their importance for bringing up children	PB Year 8 'Journey of Life' PSHE Year 8 Pregnancy PSHE Year 11 Pregnancy and Parenthood' 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
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 PB Year 8 'Journey of Life' PSHE Year 8 Consent PSHE Year 9 Consent PSHE Year 10 Forced Marriage and Honour Based Violence
The characteristics and legal status of other types of long-term relationships	PB Year 8 Journey of Life
The roles and responsibilities of parents with respect of raising children, including the characteristics of successful parenting	Year 8 Pregnancy Tutor Time Year 10 'Parenting' What makes a good parent? PB Year 11 Pregnancy and Parenthood
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- Relationships PSHE Year7 Online Safety Year 7 How do I build positive relationships Year 8 Relationships and Boundaries PSHE Year 8 RSE- Consent PSHE Year 9 RSE- Consent PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PSHE Year 9 CSE PSHE Year 10 CSE 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

### Respectful relationships, including friendships

Criteria	Where covered
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	PSHE Year 7 Citizenship- Online bullying PSHE Year 7 Citizenship- How do I build positive relationships? PSHE Year 8 Positive Relationships PSHE Year 8 RSE- Managing conflict PSHE Year 8 RSE- Consent PSHE Year 9 RSE- What is sex? PSHE Year 9 RSE PSHE Year 9 RSE- Where to go for help Tutor Time Year 10- Would you like a cup of tea? PB Year 10- What does a healthy relationship look like? 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' PSHE Year 10 Year 10 CSE PSHE Year 10 Screwball

<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>PSHE Year 7 Online bullying  PSHE Year 7 How to build positive relationships  PSHE Year 7 Assertive behaviour  PSHE Year 8 - Positive relationships  PSHE Year 8 - Managing feelings Consent  PSHE Year 9- Relationships  PSHE Year 9 - Consent  PSHE Year 9 - Where to go for help  Tutor Time Year 10- Would you like a cup of tea?  PSHE Year 10- Screwball  PSHE Year 10- -What does a Healthy Relationship look like?  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'</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 8 Challenging Stereotypes  PSHE Year 8 The Equality Act  PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness)  PSHE Year 9 LGBTQ+ and HBT bullying  PSHE Year 10 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 'Islamophobia'  PB Year 9 'Gandhi'  PB Year 9 'Martin Luther King'  PSHE Year 9 What is worrying about pornography?  Year 9 What is radicalisation and extremism?  Year 10 Stalking and Harassment  Year 11 PB Feminism and Sexism  Year 9 Image Sharing  Year 11 Sexual Images and the law</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 'What makes an outstanding Learner'  PSHE Year 7 Stepping up to secondary school  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 Bullying  PSHE Year 7 Cyberbullying  PSHE Year 7 How do I build positive relationships  PSHE Year 7 Digital Citizenship  PSHE Year 9 HBT Bullying  PSHE Year 9 'Where to go for help'  Tutor Time Year 10 'Where to go for help'</p>

	Tutor Time Year 11 'Where to go for help'
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	<p>PSHE Year 8 RSE- What is a healthy relationship?  PSHE Year 8 Consent  PSHE Year 7 Digital Citizenship  PSHE Year 8 Relationships  PSHE Year 9 Consent  PSHE Year 8 How are we protected from discrimination?  PSHE Year 9 What are the consequences of sexting  PSHE Year 9 Managing conflict  PSHE Year 9 FGM  PSHE Year 9 CSE  PSHE Year 9 Where to go for help  PSHE Year 10 FGM  PSHE Year 10 CSE  PSHE Year 10 Forced Marriage and Honour based violence  PSHE Year 10 Stalking and Harassment  Tutor Time Year 10 Spiralling  Tutor Time Year 11 Personal Safety and Stalking  PSHE Year 11 Building Ethical Relationships</p>
What constitutes sexual harassment and sexual violence and why these are always unacceptable	<p>PSHE Year 7 Citizenship- Cyberbullying  PSHE Year 8 RSE- What is a healthy relationship?  PSHE Year 9 'Relationships... I think....'  PB Year 10 Year 10 'I never said yes'  Tutor Time Year 10 'Characteristics of Positive Relationships'  Tutor Time Year 10 'Spiralling'  Year 9 PSHE Image Sharing  Year 11 Tutor Time Personal Safety and Stalking  PSHE Year 11 Revenge porn, upskirting, sexting</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>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 8 Challenging Stereotypes  PSHE/ PB Year 8 Celebrating Differences Day (LGBTQ+, disability awareness, Emotional Health Awareness, Bollywood Dancing, African Drumming, Human Rights)  PSHE Year 8 The Equality Act  PSHE Year 8 The Equality Act- How are we protected against discrimination?  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</p>

## Online and Media

Criteria	Where covered
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	PSHE Year 7 Citizenship- Bullying PSHE Year 7 Citizenship- Cyberbullying and digital citizenship 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' PSHE Year 11 Sexual Images and the law
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	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 Image sharing PSHE Year 9 Careers PSHE Year 10 Digital Romance, including online sexual harassment PSHE Year 11 Sexual Images and the law
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 and digital citizenship 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
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 9 What are the dangers of pornography? PSHE Year 9 Extremism and radicalisation PSHE Year 9 Gambling PSHE Year 11 Planet Porn vs Planet Reality PSHE Year 10 Fake News
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 9 What are the dangers of pornography? 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'

	<p>PSHE Year 9 'Sexting'</p> <p>PSHE Year 10 Digital Romance, including online sexual harassment</p> <p>PSHE Year 11 Sexual Images and the law</p>
<p>How information and data is generated, collected, shared and used online</p>	<p>PSHE Year 7 Citizenship- Cyberbullying</p> <p>PSHE Year 7 Citizenship- Friendship</p> <p>PSHE Year 7 Staying Safe Online</p> <p>PSHE Year 9 'The impact of the internet'</p> <p>PSHE Year 9 'Sexting'</p> <p>PSHE Year 10 Digital Romance, including online sexual harassment</p> <p>PSHE Year 10 Fake News</p>

**Being safe**

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

	<p>PB Year 10 'Resisting pressure'</p> <p>PB Year 10 FGM</p> <p>PSHE Year 10 Healthy Relationships</p> <p>PSHE Year 10 Building Ethical Relationships</p> <p>PSHE Year 10 Screwball</p>
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## 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 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?            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'            PSHE Year 10 Screwball            PSHE Year 10 Building Ethical Relationships</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            PSHE Year 11 STI's            PSHE Year 11 School Nurse Visit            PSHE Year 10 Fertility and reproductive health</p>
<p>That there are a range of strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure and not pressurising 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            PSHE Year 9 RSE- 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- Spiraling (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'            PSHE Year 10 'Child Sexual Exploitation'            PSHE Year 10 Screwball            PSHE Year 11 Building Ethical Relationships            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- Consent Brook Sexual Advice, DO Consent Handshake            PSHE Year 9 Safer Sex- Reasons to wait            PSHE Year 10 Sex and sexuality            PSHE Year 10 Screwball            PSHE Year 11 Building Ethical Relationships</p>
<p>The facts about the full range of contraceptive choices, efficacy and options available</p>	<p>PSHE Year 8 School Nurse Visit            PSHE Year 9 Safer Sex, including contraception            PSHE Year 11 Contraception            Year 11 School Nurse Visit</p>

	<p>Tutor Time Year 11 Which Methods of Contraception would suit different people?</p> <p>Year 9 Where to go for help</p> <p>Year 10 tutor time Where to go for help</p> <p>Year 11 tutor time Where to go for help</p>
The facts around pregnancy including miscarriage	<p>PSHE Year 8 Pregnancy</p> <p>PSHE Year 9 Safer Sex</p> <p>Year 10 Tutor Time Parenting</p> <p>PSHE Year 11 Pregnancy and Parenthood</p> <p>PSHE Year 10 Fertility and Reproductive Health</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>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 8 Pregnancy</p> <p>Year 10 Tutor Time Parenting</p> <p>PSHE Year 11 Pregnancy and Parenthood</p> <p>PSHE Year 10 Fertility and Reproductive Health</p> <p>Year 11 PB- I'm pregnant, now what? What can I think about to help me decide? Where can they get further help?</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>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>PSHE Year 11 STI's</p> <p>PSHE Year 11 School Nurse Visit</p>
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	<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>PSHE Year 11 STI's</p> <p>PB Year 11 School Nurse Visit</p>
How the use of alcohol and drugs can lead to risky sexual behaviour	<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>PSHE Year 11 Alcohol and Drugs at Clubs, festivals and parties</p>
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	<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?'
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 11 Gender Prejudice PSHE Privilege, power and prejudice Year 10 Forced Marriage and Honour based violence, Stalking and Harassment
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 PSHE 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 9 What is the danger of pornography? PSHE Year 10 Digital Romance, including online sexual harassment PB Year 11 Planet Porn vs Planet Reality
Abortion	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 PB 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+ 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 identity	PSHE Year 8 Celebrating Differences Day PSHE Year 9 LGBT PSHE Year 9 HBT Bullying
Substance misuse	PSHE Year 7 Drugs Scheme of Learning PSHE Year 8 Drugs Scheme of Learning

	<p>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</p>
Violence and exploitation by gangs	<p>PSHE Year 9 County Lines  PB Year 10 Crime and Punishment County Lines  PB Year 10 Knife Crime</p>
Extremism and radicalisation	<p>PB Year 9 Prejudice and Discrimination Scheme of Learning,  What is the difference between moderate and radical Islam?  What is radicalisation? Terrorism. Islamophobia.  Tutor Time Year 11: Extremism, where is the line?  PSHE Year 9 Radicalisation and extremism</p>
Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	<p>PSHE Year 9 County Lines  PB Year 10 Crime and Punishment County Lines  PSHE Year 10 Knife Crime  PSHE Year 9 Knife Crime</p>
Hate crime	<p>PSHE/ PB Year 8 Celebrating Differences Day  Assembly from the charity SARI on Hate Crime</p> <p>PB Year 9 Prejudice and Discrimination Scheme of Learning</p>
Female Genital Mutilation (FGM)	<p>Year 8 Journey of Life 'Brit Milah', What is the difference between male and female circumcision  PSHE Year 8 FGM  PB Year 10 What is FGM</p>

## Physical Health and Mental Wellbeing

Criteria	Where covered
<p><b>Mental Wellbeing:</b> 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><b>Internet Safety and harms:</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image 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            PSHE Year 11 Cyber Safety and Online Fraud            PSHE Year 11 Digital Footprints</p>
<p><b>Physical Health and fitness:</b> 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 Healthy Lifestyles            PSHE Year 7 Managing Emotions            PSHE Year 7 Mood Swings            PSHE Year 7 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><b>Drugs, alcohol and tobacco:</b> 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            PSHE Drugs and alcohol at festivals and parties</p>

cancer), the benefits of quitting and how to access support to do so.	
<b>Health and Prevention:</b> Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening the facts and science relating to immunisation and vaccination the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	PSHE Year 7 Healthy lifestyles unit PSHE Year 8 What exactly is cancer? Can we do anything to prevent it PSHE Year 8 Health choices: vaccinations, blood and organ donation, stem cells and hygiene PSHE Year 10 Self Examination School Nurse Visit Year 8 School Nurse Visit Year 11 Year 7 RSE The Importance of sleep
<b>Basic First Aid:</b> basic treatment for common injuries, life-saving skills, including how to administer CPR, the purpose of defibrillators and when one might be needed.	PSHE Year 7 Safe Leisure Time Scheme of Learning PSHE Year 9 First Aid Scheme of Learning, including primary survey, recovery position, resuscitation, first aid kit, bleeding and shock, allergic reaction Year 7 Safety
<b>Changing Adolescent body:</b> 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	PSHE Year 7 Puberty PSHE Year 7 Periods PSHE Year 7 Mood swings

#### 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.

Chosen approaches for teaching Sex Education in each primary school to be completed and published on school websites.

**Option 1** – teaching Sex Ed as a statutory part of Health Education (PSHE) where puberty is included

School Name: #####

At our school we believe the facts about human reproduction before they leave primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings (puberty) and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At our school, puberty is taught as a statutory requirement of Health Education and covered by our *(insert your programme here eg Jigsaw PSHE Programme in the ‘Changing Me’)*.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this

*(state the lessons where you will teach it)*

The Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

We will inform parents of this right by ....*(newsletter / letter in Spring term etc)*

**Option 2** – teaching Sex Ed within the science curriculum

School Name: #####

At our school we believe the facts about human reproduction before they leave primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings (puberty) and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At our school, puberty is taught as a statutory requirement of Health Education and covered by our *(insert your programme here eg Jigsaw PSHE Programme in the ‘Changing Me’)*.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

We conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact .....*(insert name of Head Teacher)*.