RHSE Policy including Relationships Education, Health Education and Sex Education

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
14 July 2020	Whole Document	Creation of Policy	In line with new RHSE legislation 2020.
October 2020	Appendices and updates	Consultation with families – during Term 1 2020 – no changes or updates	Updates to reflect the consultation – N/A
November 2021	Minor edits	Reflecting feedback from BBA consultation and other local academy feedback.	Updates to reflect the consultation as part of annual review cycle Referencing the guidance relating to three terms before leaving students need the content.
October 2022	Minor edits only	Reflecting updated statutory documents including Keeping Children Safe in Education and updated policy documents.	Annual review
September 2023	Minor edits	Updates to reflect changes to Ofsted framework and guidance on inspecting the teaching of Protected Characteristics	Further guidance from VWV to reflect the DfE updates in relation to RSHE.
October 2024	Updates to reflect draft guidance in outline terms	Due to the current DfE RSHE guidance being **draft,** following the close of the consultation in July 2024 this policy is likely to need a mid-year review. Our Curriculum curators and Subject Community will need to work together to consider required and desired changes to the curriculum alongside updates to the DfE Statutory documentation during 2024-25.	Clarification required regarding moving beyond the draft guidance – issued from the previous government. Current Govt update: When will schools start teaching this? Schools will be able to use the guidance as soon as we publish the final version later this year. However, schools will need time to make changes to their curriculum, so we will allow an implementation period before the guidance comes into force.
November 2024	**Curriculum updates page 5-7**	As an Academy we are reviewing the curriculum plan, schemes of work and resources. This is an ongoing process and will also require further review should the draft guidance come into effect. As it stands the curriculum meets all statutory aims outlined in	In response to student voice and curriculum review.

		the PSHE association programme of study.	
November 2024	**Appendix 4**	**PSHE association programme of study added for reference.**	To support new curriculum information

Contents

1   Introduction

1.1   All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

1.2   An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen here. **This will become active from September 2020.**

1.3   **This policy is also underpinned by a range of other legislation and guidance – please see appendix 1 for a full list and links to the additional documentation.**

2   Aims

2.1   The aims of the policy are:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, and to make sense and meaning of themselves and their world, to gain a sense of self, sense of place and develop self-agency to enable them to make positive choices in life and their community.

- To enable pupils to be healthy, safe and informed young people, who can make positive life choices and prepare for the physical and emotional changes they will encounter as they grown into young adults.

2.2   Pupils take part in a variety of learning opportunities across and beyond the curriculum, contributing fully to the life of their school and communities and being active citizens. In doing so they learn to recognise their own worth, work well with others, and form positive relationships, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They become aware of their own feelings and the feelings of others. They also develop their own opinions and values, and recognise that the opinions and values of others may be different from theirs.

2.3   They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2.4   The Cabot Learning Federation is committed to, recognises, and celebrates diversity and intersectionality, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all

we do. In relation to the enactment of this policy, this commitment and celebration of diversity will include:

- Develop an understanding of, recognise and respect a range of family groups, including marriage, civil partnerships including same sex relationships, long term partnerships, single parent families and fostered and adopted families.

- Respect our culturally and socially diverse communities and challenge any prejudice and discrimination when it occurs, in line with our HEART values across the trust.

- Understand the democratic process that protects individual liberty.

2.5 In our school we choose to deliver Personal, Social, Health Education using Jigsaw predominantly. This is a mindful approach to PSHE. This is supplemented with additional resources where appropriate supported by the local authority, equality mark, gender action and other professionals. Many of the Primary and some Secondaries in the CLF use Jigsaw, or the PSHE Association framework. Many of our feeder primary schools also use Jigsaw allowing for smooth transition in learning.

2.6 Jigsaw is used as a resource in many of our Primaries, this supports continuity of learning and the transition phase for students in Year 7 where Jigsaw resources are utilised alongside PSHE association resources, EC publishing resources and resources from other trusted sources to ensure all aspects of the curriculum are covered as outlined in appendix 4

2.6.1 Year 7-11 cover the units as shown in the table below:

Term	Unit name	Content
Autumn 1:	Me and my world	Students explore their personal, school and national values (including the British values), identity, belonging and community. Year 11 also consider what it means to become an adult. Year 7 showcase their learning through an exhibition shared on our meet the tutor evening.
	Health and Wellbeing	This unit focuses primarily on the H (health and wellbeing) framework of the PSHE programme of study, and runs across 2 terms. Further details in "Autumn 2"
Autumn 2:	Health and Wellbeing	Throughout this unit students will consider health in a holistic way, looking at physical, mental, emotional and social health. They will consider behaviours that can harm our health and wellbeing as well as habits that are beneficial to our health and how to build them. This includes substance use, lifestyle choices and the cause of illness/disease including cancer. Year 9 will have an opportunity to practice first aid and CPR, with this content being revisited in Year 11. Students will also consider their wellbeing in real life and online contexts including knife crime for Year 7 and 9

Spring 1:	Wider World	Throughout this unit students consider a range of wider/real world issues including money management, debt, financial exploitation and safety, choices for the future (specifically the options process for year 9 and next steps for year 11), life online, types of employment and protected characteristics. The aim of this unit is to prepare students for living in the wider world. They will also consider knife crime in Year 8, 10 and 11.
Spring 2:	Wider World	As above. The unit focuses predominantly on the L (Living in the wider world) framework of the PSHE programme of study but also covers aspects of the R (Relationships) and H (Health and wellbeing) frameworks.
Summer 1:	Healthy relationships	This unit considers the qualities and characteristics of a range of relationships, considering healthy relationships in a range of context and a range of family types/experiences. There is a focus on developing skills such as assertiveness and discernment as well as understanding the concept of consent in a range of ways. There is again a focus on online lives and online safety, particularly in KS3. Students later in KS3 and throughout KS4 will consider issues linked to sex and relationships including contraception, hygiene, sexual health, consent, and the impact of substances on relationships.
Summer 2:	Healthy relationships	The main focus of this unit is on the R framework of the programme of study but there will be aspects that link to the H and L frameworks as well

Year 11 do not receive 6 terms of input, their units and content will be the same but in a condensed number of lessons. They will also receive further input around mental health and exam stress during the PPE windows.

The PSHE programme of study is referenced in the curriculum overview above, this can be found in appendix 4

3   Relationship and Sex Education (Relationships, Health and Sex Education)

3.1   Definition:

3.1.1 From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

3.1.2 Effective Relationships, Health and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain

relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

3.2   Compulsory aspects of Relationships, Sex and Health Education.

3.2.1 End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). These are available in Appendix 1. The new DRAFT guidance (2024) sets out a series of age restrictions for content taught – and this is one of the aspects of the draft guidance that is currently being contested by various campaign groups.

3.2.2 The sex education contained in National Curriculum <u>science</u> (Key Stages 1–4) is compulsory.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

3.2.3 RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RHSE is an important part of Personal, Social, Health Education (PSHE) (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

3.2.4 RHSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Anti-Bullying Policy
- Behaviour Policy
- Mental Health and Emotional Wellbeing Policy
- Equality Policy
- Health and Safety Policy
- Online Safety Policy
- Equality Policy
- Safeguarding Policy
- Special Educational Needs Policy

3.3   The role of the Principal, Academy Council and CLF Board

3.3.1 It is the responsibility of the CLF board to ensure that as well as fulfilling their legal obligations, the boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHSE;
- RHSE is well led, effectively managed and well planned;
- the quality of RHSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor the RHSE policy on an annual basis

3.3.2 The Principal liaises with external agencies regarding the school RHSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Academy Council, when requested, on the effectiveness of the policy. Parents have been consulted on the RHSE policy into practice and provision and have the opportunity to express their views. Please see appendix 5 for further information on consultation.

3.4   Equalities

3.4.1 The Equality Act 2010 determines the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination, and in a way which supports a clear understanding of the protected characteristics under the Equalities Act 2010. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including, when thinking specifically about Relationships, those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

3.4.2 Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

3.4.3 "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

3.5   Jigsaw RSE sample content – the detail of the content mapped out using Jigsaw is included within the appendix 2

3.6   Withdrawal from Relationship and Sex Education lessons

3.6.1 Parents/carers have the right to withdraw their children from Sex Education provided at school **except for those parts included in statutory National Curriculum Science and that are included within Statutory Relationships and Health Education**. Those parents/carers wishing to exercise this right are invited in to see the Principal in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Withdrawal will be monitored across the trust to enable us to work positively and proactively with families and community groups. Once a child has been withdrawn they cannot take part in the **specific sex education lessons (this does not include the science lessons)** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).**

3.7   Working with parents and carers

3.7.1 The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. The draft 2024 guidance reinforces the requirement to consult with parents/carers and to ensure curriculum content is available for parents/carers to view. We would extend this to recognise the curriculum content materials should be available to a wider group – in line with the recommendations from the PSHE Association. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex, health and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

4   Health Education including substance education, mental health education and safety education

4.1   Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. Safer online awareness through the curriculum – in the CLF RSHE curriculum content, children are given the opportunity to learn about how to keep themselves and others safe online. Proactive and preventative curriculum content which addresses contextual safeguarding risks is planned in through clear and regular communications within Safeguarding and Leadership teams. Within the CLF Safeguarding policy 2022, there is an expectation that the Designated Safeguarding Lead works alongside the SLT and teaching teams to develop an effective and proactive culture of safeguarding across the Academy, including links to Online Safety, Relationship, health and sex

education and PSHE. This is achieved through regular reviews with safe guarding and responsive curriculum designed to meet specific needs across the Academy.

4.2   Moral and Values Framework

4.2.1 The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

• Respect for self
• Respect for others
• Responsibility for their own actions
• Responsibility for their family, friends, schools and wider community

Jigsaw's Health Education Content – HWA are informed by this content but also use resources beyond those provided through Jigsaw

4.2.2 The grid below shows specific Health Education content for each year group:

Age	*Jigsaw content*	*Additional content*
11-12	Dreams and goals; Coping strategies; Responsible and irresponsible choices and their impact; Anxiety and stress; Healthy choices in relation to – substances, nutrition, exercise, sleep, medicine and immunisation; Qualities of a healthy relationship; Changing relationships; Supportive relationships; Getting on and falling out; External factors in relationships; Assertiveness; Changing bodies; Having a baby; Types of relationship; Image and self-esteem; Changing feelings	Personal hygiene, puberty, online safety, resilience, personal safety
12-13	Identity; Family; Family types; Stereotypes; Faith; Beliefs; Prejudice; Discrimination; Inequality; Social injustice; Bullying; Positive contributions to society; Goals; Money; Online safety; Earnings and income; Global economy; Money and mental health; Physical health; Stress; Substance misuse and exploitation; Medicine and immunisation choices; Social media; Relationships; Personal space; Coercion and control in relationships; Attraction; Sexuality; Pornography, self-image and law; Alcohol and risk	Online safety, vaping, social media stress, unhealthy coping strategies, gratitude.
13-14	Expectations and perceptions of relationships; Peer approval; Risky behaviours; Online and offline safety – grooming, child sexual exploitation, county lines and radicalisation; Consent; Equality; Understanding difference; Positive language; Bullying; Discrimination;	Knife crime, first aid and CPR

	Personal strengths; Mental health and illness; Media manipulation and mental health; Making healthier choices; Alcohol; Using substances – including smoking; Life saving skills; Effects of substances; Power in relationships; Assertiveness; Contraception; Consequences of unprotected sex; Mental health; Change and emotions; Better sleep; Resilience	
14-15	Liberty and safety; Protected characteristics; Feelings when things end – mental and emotional wellbeing; Social media and my identity, culture and wellbeing; Online threats; Online safety; Personal safety; Equality; Multicultural society; Power in relationships; Challenging inequalities; Relationships and goals; Health and goals; Work-life balance; Healthy balance; Physical and mental health balance; Lifestyle choices – sleep, diet, exercise, substances; Protecting our health; Extraordinary bodies; Mental health disorders; Disease and treatment; Breast cancer awareness; Cervical cancer awareness; Testicular cancer awareness; Prostate cancer awareness; Healthy long term relationships; Love and loss; Qualities of healthy relationships; Social media and relationships; Abusive relationships; Exploitation; Changing society; Decision making; Gender and sexual identity; Gender stereotypes and sexual identity; Physical and emotional changes	Deepfakes and malicious AI, pregnancy, blood, organ and stem cell donation.
15-16	Relationships and the law; Substances and the law; Equality and the law; Internet and the law; Online safety; Grooming ; Emergency situations; First aid; Anxiety; Debt; Dream jobs; Skill sets; Future relationships; Overcoming obstacles; Relaxation; Managing stress; Hygiene and health; Peer pressure; Managing pressure; Pregnancy and choice; Contraception; Staying safe in sexual relationships; Intimate romantic relationships; Gender diversity and sexuality; Coming out as LGBT+; Power in relationships; Honour based violence	Compulsive behaviours, suicide, coping with change, lifestyle.

4.3   Differentiation/SEND

4.3.1 As will all subjects, teachers will need to tailor each lesson to meet the needs of the children in their class. This is supported via central resources that are adapted by classroom teachers. Central resources include a student workbook with basic outlines for all activities and teacher powerpoints that follow a consistent lesson structure.

4.3.2 They will consider:

- How the needs of particular pupils will be met
- How provision is inclusive of all pupils and consistent with the Equality Act

4.4   Safeguarding

The school has a separate Safeguarding and Child Protection Policy. RHSE, Online Safety, PSHE - all play an important part in helping children to understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it. Effective RSE may bring about disclosures of child protection issues and staff are fully aware of the procedures for reporting their concerns. Safeguarding through the curriculum is an essential aspect of the enactment of this policy. Children are taught about how to stay safe online, through both the RSHE and the computing curriculum, in addition to the broader PSHE curriculum. Signposting is offered at the end of every PSHE lesson to support students accessing further information or support where needed. CPOMS data is also used to inform curriculum where appropriate.

4.4.1 Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

4.5   Monitoring and evaluation

4.5.1 The RHSE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

4.5.2 Evaluation of the programme's effectiveness will be conducted on the basis of:

- Regular pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Weekly check ins and updates with delivery team
- Annual "exit survey" with Year 11

4.6   External contributors

4.6.1 External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the RHSE and PSHE curriculum. Their input is carefully planned and monitored so as to fit into and complement the learning.

4.6.2 Teachers/leaders are always present during these sessions and remain responsible for the delivery of the RHSE programme.

Appendix 1 - DfE Expectations

By the end of primary school: Families and people who care for me

Pupils should know

• that families are important for children growing up because they can give love, security and stability.

• 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.

• 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.

• 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.

• that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

• how important friendships are in making us feel happy and secure, and how people choose and make friends.

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

• 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.

• 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.

Respectful relationships

Pupils should know

• 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.

• practical steps they can take in a range of different contexts to improve or support respectful relationships.

• the conventions of courtesy and manners.

• the importance of self-respect and how this links to their own happiness.

• 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.

• 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.

• what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

• that people sometimes behave differently online, including by pretending to be someone they are not.

• 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.

• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

• how information and data is shared and used online.

Being safe

Pupils should know

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

• 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.

• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

• how to recognise and report feelings of being unsafe or feeling bad about any adult.

• how to ask for advice or help for themselves or others, and to keep trying until they are heard.

• how to report concerns or abuse, and the vocabulary and confidence needed to do so.

• where to get advice e.g. family, school and/or other sources.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

 Families

• that there are different types of committed, stable relationships.

• how these relationships might contribute to human happiness and their importance for bringing up children.

• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

• why marriage is an important relationship choice for many couples and why it must be freely entered into.

• the characteristics and legal status of other types of long-term relationships.

• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships:

Respectful relationships, including friendships   Pupils should know

• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of

conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know:

• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

• what to do and where to get support to report material or manage issues online.

• the impact of viewing harmful content.

• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

• how information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

Pupils should know

• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

• that they have a choice to delay sex or to enjoy intimacy without sex.

• the facts about the full range of contraceptive choices, efficacy and options available.

• the facts around pregnancy including miscarriage.

• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

• how the use of alcohol and drugs can lead to risky sexual behaviour.

• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Since September 2020 parents can only opt to withdraw their child from <u>sex</u> education elements of RSHE (<u>not</u> relationship elements), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school must make arrangements to provide the child with sex education during one of those terms.

Appendix 2 – Jigsaw mapping

4.6.3 The grid below shows specific Relationship and Sex Education content for each year group within the primary phase:

Age

4-5	Family life – which includes a range of family structures; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation

	to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

And secondary phase:

Age

11-12	Dreams and goals; Coping strategies; Responsible and irresponsible choices and their impact; Anxiety and stress; Healthy choices in relation to – substances, nutrition, exercise, sleep, medicine and immunisation; Qualities of a healthy relationship; Changing relationships; Supportive relationships; Getting on and falling out; External factors in relationships; Assertiveness; Changing bodies; Having a baby; Types of relationship; Image and self-esteem; Changing feelings
12-13	Identity; Family; Family types; Stereotypes; Faith; Beliefs; Prejudice; Discrimination; Inequality; Social injustice; Bullying; Positive contributions to society; Goals; Money; Online safety; Earnings and income; Global economy; Money and mental health; Physical health; Stress; Substance misuse and exploitation; Medicine and immunisation choices; Social media; Relationships; Personal space; Coercion and control in relationships; Attraction; Sexuality; Pornography, self-image and law; Alcohol and risk
13-14	Expectations and perceptions of relationships; Peer approval; Risky behaviours; Online safety – grooming, county lines and radicalisation; Consent; Equality; Understanding difference; Positive language; Bullying; Discrimination; Personal strengths; Mental health and illness; Media manipulation and mental health; Making

	healthier choices; Alcohol; Using substances – including smoking; Life saving skills; Effects of substances; Power in relationships; Assertiveness; Saying no; Porn – is it real?; Contraception; Consequences of unprotected sex; Mental health; Change and emotions; Better sleep; Resilience
14-15	Liberty and safety; Protected characteristics; Feelings when things end; Social media and my identity; Online threats; Online safety; Personal safety; Equality; Multicultural society; Power in relationships; Challenging inequalities; Relationships and goals; Health and goals; Work-life balance; Physical and mental health balance; Lifestyle choices; Protecting our health; Extraordinary bodies; Mental health disorders; Disease and treatment; Healthy long term relationships; Love and loss; Qualities of healthy relationships; Social media and relationships; Abusive relationships; Exploitation; Changing society; Decision making; Gender and sexual identity; Gender stereotypes and sexual identity; Physical and emotional changes
15-16	Relationships and the law; Substances and the law; Equality and the law; Internet and the law; Emergency situations; Anxiety; Debt; Dream jobs; Skill sets; Future relationships; Overcoming obstacles; Relaxation; Managing stress; Hygiene and health; Peer pressure; Managing pressure; Pregnancy and choice; Contraception; Staying safe in sexual relationships; Intimate romantic relationships; Gender diversity and sexuality; Coming out as LGBT+; Power in relationships; Honour based violence

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Healthy relationships unit – example case study activities from Jigsaw (copyrighted)

Appendix 3 – Legislation and Guidance

<u>**Legislation:**</u>

- Education (Independent School Standards) Regulations 2014;

- Where relevant for a particular school: *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)

- Education and Skills Act 2008

- Education Act 2002

- Children Act 1989 (where relevant for a school within the Federation)

- Childcare Act 2006 (where relevant for a school within the Federation)

- Equality Act 2010

- Children and Families Act 2014

- Children and Social Work Act 2017

- Data Protection Act 2018 and General Data Protection Regulation (GDPR)

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Smoke-free (Premises and Enforcement) Regulations 2006

<u>**Guidance**</u>

- [DfE Relationships education, relationships and sex education and health education](#) (DfE, June 2019)

- [Keeping children safe in education](#) (DfE, September 2019) (**KCSIE**) (*please note that this is due to be updated before September*)

- [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018)

- [Sexting in schools and colleges: responding to incidents and safeguarding young people](#) (UK Council for Child Internet Safety, August 2016)

- [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, April 2016);

- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018);

- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)

- [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft

Relationships education and relationships and sex education (RSE) and health education guidance

- [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)

- [DfE guidance on Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#) (DfE, 2014)

- [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education

- [Testing for substance misuse in schools](#) (Medical Officers of Schools Association, October 2015);

- [DfE and ACPO drug advice for schools](#) (Department for Education and Association of Chief Police Officers, September 2012)

- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)

- [Drug penalties guidance](#) (Gov.uk)

Appendix 4 – PSHE association framework

KEY STAGE 3-4

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

*Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

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CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing	KS4 Learning opportunities in Health and Wellbeing
Students learn...	*Students learn...*
Self-concept	
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
H4. simple strategies to help build resilience to negative opinions, judgements and comments	**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	
Mental health and emotional wellbeing	
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
H7. the characteristics of mental and emotional health and strategies for managing these	**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	**H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	

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H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Healthy lifestyles

Health-related decisions

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society[1]

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

1   Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation

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H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

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H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Puberty and sexual health	Sexual health and fertility
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	H27. about specific STIs, their treatment and how to reduce the risk of transmission
	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	H29. to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services
	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

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CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education	KS4 Learning opportunities in Relationships and Sex Education
Students learn...	Students learn...
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	R2. the role of pleasure in intimate relationships, including orgasms
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R4. the difference between biological sex, gender identity and sexual orientation	
R5. to recognise that sexual attraction and sexuality are diverse	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship values	
R9. to clarify and develop personal values in friendships, love and sexual relationships	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

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R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing difficulties

Consent

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R18. about the concept of consent in maturing relationships

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R29.** the law relating to abuse in relationships, including coercive control and online harassment
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	**R30.** to recognise when a relationship is abusive and strategies to manage this
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	**R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**R33.** The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
	R34. strategies to challenge all forms of prejudice and discrimination

Social influences	
R42. to recognise peer influence and to develop strategies for managing it, including online	**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	**R36.** skills to support younger peers when in positions of influence
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	**R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	**R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	

CORE THEME 3: LIVING IN THE WIDER WORLD

KS3 Learning opportunities in Living in the Wider World	**KS4** Learning opportunities in Living in the Wider World
Students learn...	*Students learn...*

Learning skills	
L1. study, organisational, research and presentation skills	**L1.** to evaluate and further develop their study and employability skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them	**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
L3. to set realistic yet ambitious targets and goals	
L4. the skills and attributes that employers value	
L5. the skills and qualities required to engage in enterprise	**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L6. the importance and benefits of being a lifelong learner	

Choices and pathways	
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	**L4.** about the range of opportunities available to them for career progression, including in education, training and employment
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	**L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

Work and career	
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	**L7.** about the labour market, local, national and international employment opportunities
	L8. about employment sectors and types, and changing patterns of employment
L12. about different work roles and career pathways, including clarifying their own early aspirations	

	L9. to research, secure and take full advantage of any opportunities for work experience that are available
	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
	L11. the benefits and challenges of cultivating career opportunities online
	L12. strategies to manage their online presence and its impact on career opportunities

<div align="center">Employment rights and responsibilities</div>

L13. about young people's employment rights and responsibilities	**L13.** the skills and attributes to manage rights and responsibilities at work including health and safety procedures
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
L14. to manage emotions in relation to future employment	**L15.** about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

<div align="center">Financial choices</div>

L15. to assess and manage risk in relation to financial decisions that young people might make	**L16.** how to effectively budget, including the benefits of saving
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
L16. about values and attitudes relating to finance, including debt	**L18.** to recognise and manage the range of influences on their financial decisions
L17. to manage emotions in relation to money	**L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	**L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

<div align="center">Media literacy and digital resilience</div>

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media	**L23.** strategies for protecting and enhancing their personal and professional reputation online
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	**L24.** that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	**L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this
L24. to understand how the way people present themselves online can have positive and negative impacts on them	**L26.** how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	**L27.** strategies to critically assess bias, reliability and accuracy in digital content
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours	**L28.** to assess the causes and personal consequences of extremism and intolerance in all their forms
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	**L29.** to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Appendix 5– Consultation updates

Each academic year the RSHE policy is open to consultation with parents/carers.

Communication and questions regarding the RSHE policy during the consultation period are sent to the dedicated mailbox: rsheconsultation@clf.uk.

Any FAQ, amendments or responses because of the consultation will be recorded within this appendix.

To date there are no updates as a result of consultations during 2020/21, 2021/22, 2022/23 or 2023/24