



## **Relationships and Sex Education Policy**

Date reviewed: April 2023

Next review by: April 2024

Person Responsible: Chief Education Officer

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## 1. Aims

This policy sets out our approach to relationships and sex education (RSE) across the 5 Dimensions Trust.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare Students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help Students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach Students the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all Students a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance

equality of opportunity and foster good relations between different people when carrying out their activities.

At the 5 Dimensions Trust we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, Students and parents. The consultation and policy development process involved the following steps:

1. Review – The Trust Safeguarding Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties have been written to and were invited to attend a meeting about the policy at their respective schools
4. Student consultation – we investigated what exactly Students want from their RSE through the curriculum review
5. Ratification – once amendments were made, the policy was shared with the board of trustees for ratification

### 4. Definition

RSE is about the emotional, social and cultural development of Students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

Primary sex education will focus on:

- Relationships, emotions, looking after ourselves and different families
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

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

Across our primary school, we use the Jigsaw scheme which includes relationships education which focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

Across our secondary schools, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

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

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

They will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

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

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

## 7. Use of external organisations and materials

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

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

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with students' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

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

## 8. Roles and responsibilities

### 8.1 The board of trustees

The board of trustees will approve the RSE policy, and hold the headteacher/principal to account for its implementation. The Trust Safeguarding Lead under the direction of the Chief Education Officer will:

- Work with headteachers/principals to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

### 8.2 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the Trust Safeguarding Lead and/or the Chief Education Officer if they occur.

### 8.3 The headteacher/principal

The headteacher/principal is responsible for ensuring that RSE is taught consistently across their school. Managing requests to withdraw students from non-statutory components of RSE will be delegated to the curriculum leads (see section 9).

### 8.4 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/principal/head of school.

The following members of staff are responsible for leading the teaching of the curriculum within their school/academy.

- Mrs K Rapson (Shenley Brook End School)
- Mrs L McKenzie (The Hazeley Academy)
- Mrs C Dobson (Priory Rise School)

All teaching staff have a responsibility to deliver RSE in school as part of their role and will be supported to do so through accessing training and support via the curriculum leads and external agencies as appropriate.

### 8.5 Students

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

## 9. Parents' right to withdraw

Across our primary school parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the curriculum lead of the school. The curriculum lead will discuss the request with parents to allay any worries or concerns and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education which will be provided in school.

Across our secondary schools, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to curriculum lead of the school.

A copy of withdrawal requests will be placed in the student's educational record. The curriculum lead will discuss the request with parents to allay any worries or concerns and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education which will be provided in school.

Parents will be informed when RSE will occur in advance. This information is set out in the subject curriculum maps available on our school's websites.

[Priory Rise School - Relationship and Sex Education \(RSE\)](#)

[Priory Rise School - PSHE](#)

[Shenley Brook End School - Life Skills \(sbeschool.org.uk\)](#)

[The Hazeley Academy - PSHE - Personal, Social, and Health Education and Life Skills](#)

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in continuing professional development for identified staff.

The curriculum lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Trusts Safeguarding Lead in collaboration with curriculum leads through:

- Learning walks
- Book scrutinises/book looks
- Annual safeguarding audit
- Bi-annual whole school student questionnaire (secondary schools)



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

This policy will be reviewed at least annually by Mrs Jackie Hearty – Trust Safeguarding Lead. At every review, the policy will be approved by the board of Trustees.

## Appendix 1: Relationships and sex education curriculum map

### 1.1 Within our primary school we follow the jigsaw PSHE programme – overview is given below

#### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices 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 Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios 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 a global citizen 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 Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol 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 Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMART 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 Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship 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 Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take 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 Transition

Please note, following consultation with staff the 'Having a baby' lesson has been moved from ages 8-9 (year 4) into ages 9-10 (year 5)

Wk Beg	Wk No	week	Year 7	Year 8	Year 9	Year 10	Year 11	EXAMS	Monday evening	Tuesday	Wednesday evening	Thursday evening
29-Aug	1	NO				TRAINING DAY	TRAINING DAY					
05-Sep	2	A	Intro to LS	1.E I. - what is it Yours APP DESIGN	Wellbeing-exploring attitudes	1 Wellbeing- Feeling good	1 Consent - Keep breathing		Curriculum	All students return	NSI	
12-Sep	3	B	1 Me & My character -	ResponsibilityGoal setting	Wellbeing 2 - continuum	2. Coping with Stress	2 Domestic Violence & Abuse		Tutor	Y7 Info Eve	TL	
19-Sep	4	A	Respect-tolerance&acceptance	Resilience	Wellbeing Triads	3. Coping strategies-meditating/box	3 Coercive control		Curriculum		NSI	
26-Sep	5	B	Honesty	Optimism	I am -Power poses	MH Disorders- unhealthy coping strategies (self harm & eating disorders)	4 Exploited		Curriculum		T and L	
03-Oct	6	A	Resilience	Take care	Impressions - how others see me/Dove	5/6. MH - Factors &Triggers- Jessie N & 202's	5 Abortion				NSI	6/7 Open eve
10-Oct	7	B	Kindness & Compassion	Self discipline	Perfect body male & female	2. Finances 1 Quiz/bank statements	6 Living with HIV/AIDS		PD	Y13 PR1	NSI	Yr 12/13 tutor evening
17-Oct	8	A	Will power/self regulation	Sleep	Media - impact on people/perfect body	Who spends my money	7 FIT & Homophobia 1/2	Yr 11 Mocks	Curriculum		NSI	Y7 PE Tutor
24-Oct			Autumn Half term									
31-Oct	9	B	TRAINING DAY	Unhealthy coping strategies - self harm	Planning meals & being active	Government & money	8 Sexting			Y7 PR1		
07-Nov	10	A	Widom- Social media profile	2. Careers - what motivates	Cosmetic surgery	Money marathon	Finance Managing debt					6F Open Eve
14-Nov	11	B	2 Emotional wellbeing - My feelings	Employment opportunities	Assessment	4. DemocracyL1 how a country is run	World of work - payslips & tax		PD	Y10 PR1	TL and LT	PD ELG
21-Nov	12	A	Mental health	Career research 2 Unifrog	Crime -behaviours	L2 Elections	Security & fraud		Curriculum	Y11 PR1		Y11 PE Tutor
28-Nov	13	B	Grief/Loss	Careers research 3 Unifrog	Sentencing	L3 Get yourself elected	Future finances		Curriculum	Y12 PR1 Y13 PR2	T and L	
05-Dec	14	A	Stress - Pick yourself up	GCSE -learning styles	You be the Judge	L4 Voting &voter apathy	Pensions			Y9 PR1		Y12 and Y13 PE
12-Dec	15	B	Sleep - importance	Review - reflection - wot to choose	YOT	L5 Laws	Financial documents	Yr 11 mock	Curriculum			
19-Dec			Christmas Hols									
26-Dec												
02-Jan	16	A	Bank Holiday - float Puberty inc LOBT	TRAINING DAY- 3 Drugs L1	Civil v Crown courts ASSESSMENT	L6 Pressure groups		Yr 11 Mock				Y8 Preferences Eve
09-Jan	17	B	Digital health - healthy friendship	L2 What is a drug	Prisons - data & presentation	L7 Understanding & preventing extra		Curriculum	Y8 PR1	TL		
16-Jan	18	A	- Fact v fiction	L3 Classification/research	Prisons Plus1 for film clip/presentation	L8 Radicalisation						Y8 Parents Eve
23-Jan	19	B	Bias	L4 Drugs debate & laws	Finance - money personality Jo/Chris	4 Careers - Personal statement		Curriculum	Y11 PR2			
30-Jan	20	A	2 sides to a story	L6 Vaping e cigarettes	Budgeting - Jade	CV			Y11 Results	T and L		Y11 Parents Eve
06-Feb	21	B	Emotional manipulation	Money Mules	Gambling - dangers	Letters of application		PD		Trust Subject Leaders	PD ELG	
13-Feb			Spring Half term									
20-Feb	22	A	Hate speech v free speech	Money mules	Gambling& microtransactions	Letters of application 4		YR 13 Mock	Curriculum	Y12 PR2	T and L	
27-Feb	23	B	Creator of change - advocacy	LGBTQ1A	LGBTQ1A	LGBTQ1A		Yr 13 mock	Curriculum	Y9 PR2		TWILIGHT
06-Mar	24	A	Rights & Responsibilities - school	Supply/cuckooing	Finance - Assessment	Unifrog - CV			Curriculum	Y10 PR2	TL and LT	Y9 Parents eve
13-Mar	25	B	R & R's -school SBE	TEST	Play manager/ Game	Interviews 1						
20-Mar	26	A	R & R - dilemma cards	Safe Relationships Gangs - wanna b	RSE This is me	Exp Of Work?		Yr 11 Mocks	Y13 PR3			Y10 Parents eve
27-Mar	27	B	R & R's - consumerism	Gangs 2	Sex & sexuality	Exp Of Work ?			PD			PD ELG
03-Apr			Easter									
10-Apr												
17-Apr	28	A	Project - One world L5&6	Gangs 3	Whats the dif	5. RSE 1.Alcohol-Your limits			Curriculum			
24-Apr	29	B	4. Healthy Living Railway safety 1	Vaccination	What is love?	2 SRE in the media			Tutor	Y11 PR3		
01-May	30	A	Bank Holiday/Railway safety 2	HPV- Cancer	What do you mean...	3. Relationship behaviours					TL	
08-May	31	B	Discrimination & equality??	5. Digital Health Fraud - wht is it	RnR's in R's	4 Pornography & impact PSHE L4				Y7 PR2		Y7 Parents eve
15-May	32	A	Alcohol 1	Fraud 1	Sexting	5a. Teenage Pregnancy-parenting			PD		T and L	PD ELG
22-May	33	B	First Aid	Fraud 2	Consent 1 PSHE	5b. Teenage Pregnancy-education		Yr 9 Mocks	Curriculum			
29-May			Summer half term									
05-Jun	34	A	Teeth	6. Britishness - what identity?	Sexual harassment/Consent 2&3	6 Fertility - abortion	Exams	Yr 12 Mocks	Curriculum	Y8 PR2		
12-Jun	35	B	Smoking 2	National identity	Contraception	7 Homophobia	Exams	Yr 12 Mocks	Curriculum			TWILIGHT
19-Jun	36	A	Smoking 2 debate	Change makers - aspirational people	Your health - condom	8.HIV & Lifestyle choices 2	Exams		Curriculum			

Consent 1 &amp; 2 KS3 PSHE

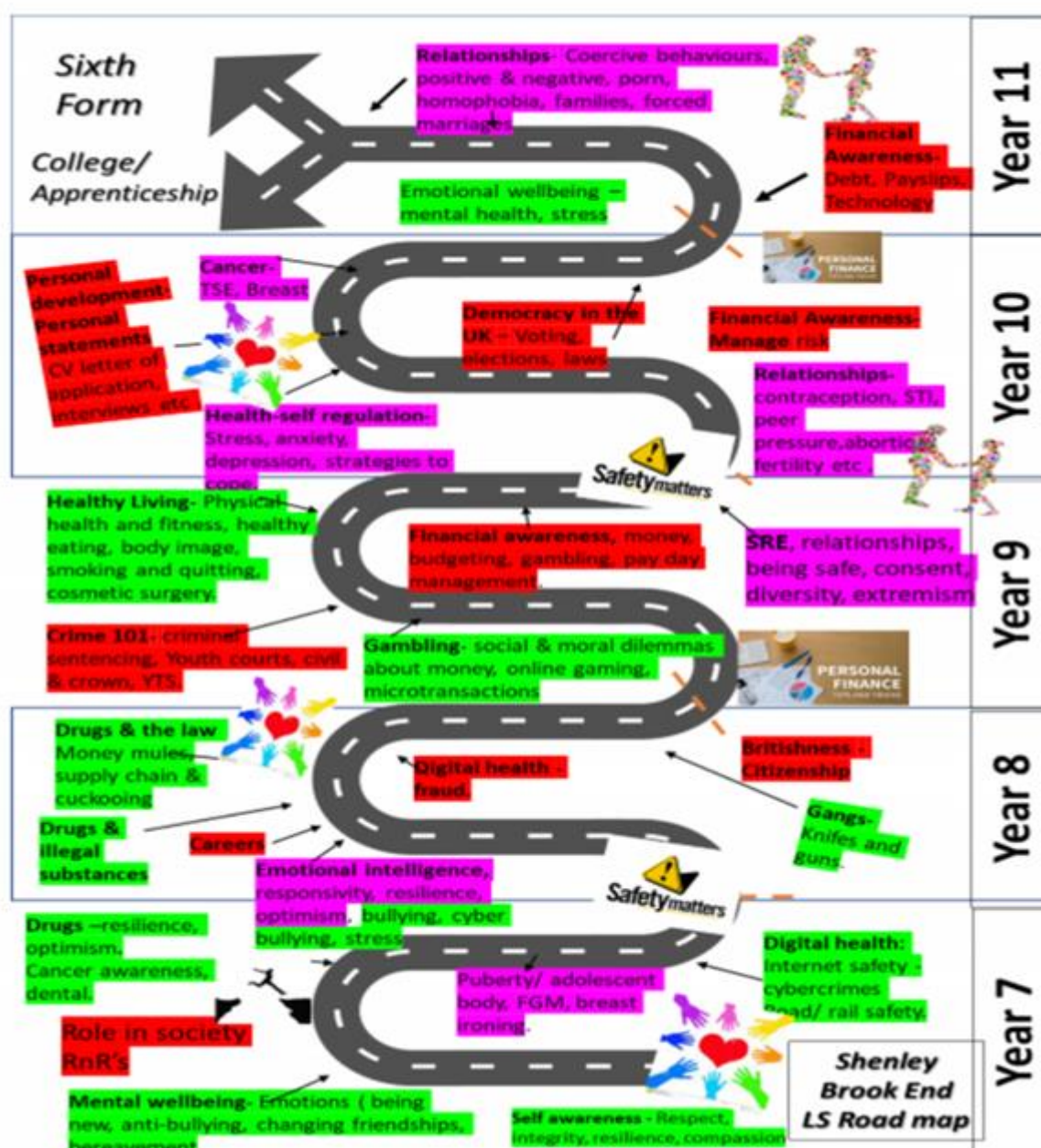
Consent 1 &amp; 2

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### 1.3 Shenley Brook End School Life Skills Road Map



## 1.4 The Hazeley Academy Curriculum map

### Hazeley Life Skills: OVERVIEW (THEMATIC MODEL – Health & wellbeing, living in the wider world, relationships)

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

### Hazeley Life Skills YEAR 7 — Overall plan for health and wellbeing, living in the wider world and relationships

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn 1 Health & wellbeing	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to improve study skills</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety, e.g. road, rail and water</li> <li>how to respond in an emergency situation</li> <li>basic first aid</li> </ul>	
Autumn 2 Living in the wider world	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>about a broad range of careers and the abilities and qualities required for different careers</li> <li>about equality of opportunity</li> <li>how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>about the link between values and career choices</li> </ul>	
Spring 1 Relationships	<b>Diversity</b> Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> <li>about living in a diverse society</li> <li>how to challenge prejudice, stereotypes and discrimination</li> <li>the signs and effects of all types of bullying, including online</li> <li>how to respond to bullying of any kind, including online</li> <li>how to support others</li> </ul>	
Spring 2 Health & wellbeing	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> <li>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>how to manage influences relating to caffeine, smoking and alcohol</li> </ul>	



	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	
<b>Summer 1</b> Relationships	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries  PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>	
<b>Summer 2</b> Living in the wider world	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices  PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>	

### Hazeley Life Skills YEAR 8 — Overall plan for health and wellbeing, living in the wider world and relationships

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>• about medicinal and recreational drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>	
<b>Autumn 2</b> Living in the wider world	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work  PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	
<b>Spring 1</b> Relationships	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>	

<b>Spring 2</b> Health & wellbeing	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul>	
<b>Summer 1</b> Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> </ul>	
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks  PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>about online communication</li> <li>how to use social networking sites safely</li> <li>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>how to respond and seek support in cases of online grooming</li> <li>how to recognise biased or misleading information online</li> <li>how to critically assess different media sources</li> <li>how to distinguish between content which is publicly and privately shared</li> <li>about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>how to protect financial security online</li> <li>how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	

### Hazeley Life Skills YEAR 9 — Overall plan for health and wellbeing, living in the wider world and relationships

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>how to distinguish between healthy and unhealthy friendships</li> <li>how to assess risk and manage influences, including online</li> <li>about 'group think' and how it affects behaviour</li> <li>how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>to manage risk in relation to gangs</li> <li>about the legal and physical risks of carrying a knife</li> <li>about positive social norms in relation to drug and alcohol use</li> <li>about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	
<b>Autumn 2</b> Living in the wider world	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process  PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> <li>about transferable skills, abilities and interests</li> <li>how to demonstrate strengths</li> <li>about different types of employment and career pathways</li> <li>how to manage feelings relating to future employment</li> <li>how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>about GCSE and post-16 options</li> <li>skills for decision making</li> </ul>	
<b>Spring 1</b> Relationships	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes  PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> <li>conflict resolution strategies</li> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>how to access support services</li> </ul>	

	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>	
<b>Summer 1</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>about STIs, effective use of condoms and negotiating safer sex</li> <li>about the consequences of unprotected sex, including pregnancy</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul>	
<b>Summer 2</b> Living in the wider world	<b>Employability skills</b> Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>about young people's employment rights and responsibilities</li> <li>skills for enterprise and employability</li> <li>how to give and act upon constructive feedback</li> <li>how to manage their 'personal brand' online</li> <li>habits and strategies to support progress</li> <li>how to identify and access support for concerns relating to life online</li> </ul>	

<b>Hazeley Life Skills YEAR 10 — Overall plan for health and wellbeing, living in the wider world and relationships</b>			
Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>how to manage challenges during adolescence</li> <li>how to reframe negative thinking</li> <li>strategies to promote mental health and emotional wellbeing</li> <li>about the signs of emotional or mental ill-health</li> <li>how to access support and treatment</li> <li>about the portrayal of mental health in the media</li> <li>how to challenge stigma, stereotypes and misinformation</li> </ul>	
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>how to effectively budget and evaluate savings options</li> <li>how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>how data is generated, collected and shared, and the influence of targeted advertising</li> <li>how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>strategies for managing influences related to gambling, including online</li> <li>about the relationship between gambling and debt</li> <li>about the law and illegal financial activities, including fraud and cybercrime</li> <li>how to manage risk in relation to financial activities</li> </ul>	
<b>Spring 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>about relationship values and the role of pleasure in relationships</li> <li>about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>about the opportunities and risks of forming and conducting relationships online</li> <li>how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	



	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>how to recognise and challenge victim blaming</li> <li>about asexuality, abstinence and celibacy</li> </ul>	
<b>Spring 2</b>  Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media  PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>how drugs and alcohol affect decision making</li> <li>how to keep self and others safe in situations that involve substance use</li> <li>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>exit strategies for pressurised or dangerous situations</li> <li>how to seek help for substance use and addiction</li> </ul>	
<b>Summer 1</b> Relationships	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism  PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> <li>about communities, inclusion, respect and belonging</li> <li>about the Equality Act, diversity and values</li> <li>about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>how to manage conflicting views and misleading information</li> <li>how to safely challenge discrimination, including online</li> <li>how to recognise and respond to extremism and radicalisation</li> </ul>	
<b>Summer 2</b> Living in the wider world	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work  PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	<ul style="list-style-type: none"> <li>how to evaluate strengths and interests in relation to career development</li> <li>about opportunities in learning and work</li> <li>strategies for overcoming challenges or adversity</li> <li>about responsibilities in the workplace</li> <li>how to manage practical problems and health and safety</li> <li>how to maintain a positive personal presence online</li> <li>how to evaluate and build on the learning from work experience</li> </ul>	

### Hazeley Life Skills YEAR 11 - Overall plan for health and wellbeing, living in the wider world and relationships

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
<b>Autumn 1</b>  Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>how to manage the judgement of others and challenge stereotyping</li> <li>how to balance ambition and unrealistic expectations</li> <li>how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>how to maintain a healthy self-concept</li> <li>about the nature, causes and effects of stress</li> <li>stress management strategies, including maintaining healthy sleep habits</li> <li>about positive and safe ways to create content online and the opportunities this offers</li> <li>how to balance time online</li> </ul>	
<b>Autumn 2</b>  Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>how to use feedback constructively when planning for the future</li> <li>how to set and achieve SMART targets</li> <li>effective revision techniques and strategies</li> <li>about options post-16 and career pathways</li> <li>about application processes, including writing CVs, personal statements and interview technique</li> <li>how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>how to manage work/life balance</li> </ul>	
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> <li>about core values and emotions</li> <li>about gender identity, gender expression and sexual orientation</li> <li>how to communicate assertively</li> <li>how to communicate wants and needs</li> </ul>	

		<ul style="list-style-type: none"> <li>• how to handle unwanted attention, including online</li> </ul>	
		<ul style="list-style-type: none"> <li>• how to challenge harassment and stalking, including online</li> </ul>	

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	
Spring 2 Health & wellbeing	<b>Independence</b> Responsible health choices, and safety in independent contexts  PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>	
Summer 1 Relationships	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> </ul>	

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	
Spring 2 Health & wellbeing	<b>Independence</b> Responsible health choices, and safety in independent contexts  PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>	
Summer 1 Relationships	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships  PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	

	PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	
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## Appendix 2: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>


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

### Appendix 3: By the end of secondary school Students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS				
Name of school				
Name of child		Class		
Name of parent		Date		
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				
Parent signature				

TO BE COMPLETED BY SCHOOL			
Agreed actions from discussion with parents		Date	
Name of person completing school response and actions		Date	