

David Nieper Education Trust



Relationships and Sex Education (RSE) Policy and Statement

This policy was originated by Shelley Willcockson, PSHCE and WRL Coordinator

Version Control

Version 1	Approved by Governors Autumn 2021
Version 2	Approved by Governors July 2022

Signed:	Date:

Due for Review: Summer 2023

- 1 Introduction
- 1.1 Name of school: David Nieper Academy
- 1.2 Date of Policy: Autumn 2021
- 1.3 Member(s) of staff with responsibility for RSE: S. Wilcockson – PSCHE Lead.
- 1.4 Designated Safeguarding Lead (DSL) – L. Howard
- 1.5 Review Date: Summer 2023

2 The Academy Context

- 2.1 The David Nieper Academy is a newly formed Academy teaching the age range 11-19.
- 2.2 As of September 2021, the Academy's population 670.

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1. Aims

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

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

2. Statutory Requirements

The following Relationships and Sex Education Policy has been established in accordance with the statutory legislation and advisory guidance.

From September 2020, Relationships Education will be compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. However, the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils. Health education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

Safeguarding our children throughout their lives is of the utmost importance; the RSE is a crucial element of safeguarding, in order to promote healthy relationships and responsible, informed decision making.

As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At David Nieper Academy we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
3. Ratification – once amendments were made, the policy was shared with governors and ratified
4. Parents notified of policy and provided with access to confirmed curriculum intent documents via the academy website

5. Pupils to provide continuous feedback on RSE lessons and adaptations will be made to suit the context of our academy and pupils' needs.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves life long learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE prepares pupils for the opportunities, responsibilities and experiences of adult life and how to effectively maintain healthy, personal and professional relationships with clear, agreed boundaries. We aim to support our pupils to make the right decisions, keeping them safe and happy. RSE involves a combination of sharing information, and exploring issues and values and is not about the promotion of sexual activity or orientation.

For further information on how we keep our pupils safe, consult our safeguarding policy (available on the David Nieper Academy Website).

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to reflect the needs of pupils in the academy.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSCHE) education curriculum but a number of related themes are also delivered through a range of other curriculum areas. For example, the Science curriculum will be used to deliver aspects that relate to biological and anatomical factors and Religious Studies for the coverage of moral issues. At Key Stage 5, RSE is delivered through the tutor programme.

Pupils also receive stand-alone sex education sessions planned by the lead teacher of PSCHE in liaison with trained health professionals.

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).

6.1 Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. KS3 lessons are taught once per week and KS4 lessons are taught once per fortnight with a regular teacher.

There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that both genders learn the same key messages, regardless of topic. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

6.2 Equal Opportunities

We recognise that children have varying needs regarding RSE, depending on their circumstance and background. The academy believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the academy's approach to RSE will take account of:

- Gender bias and stereotypes
- Students with learning, emotional, behavioural and physical difficulties
- Different ethnic and cultural backgrounds
- Sexuality and LGBTQ+
- Family circumstances and background

6.3 Asking and Answering Questions

Teachers will attempt to answer pupil questions and concerns in a sensitive manner appropriate to age and development stage. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support. PSHE teachers have been trained in answering difficult questions and strategies include:

- Anonymous question boxes
- Following up questions during the next lesson to prepare an appropriate response
- Seeking support from other professionals and/or the PSHE lead teacher

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 and lead teacher of PSCHE who will endeavour to meet their requests.

Staff responsible for the teaching of RSE are S Wilcockson (Lead teacher of PSCHE) and Dr K Hobbs (Headteacher).

7.4 Pupils

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

8. Parents' right to withdraw

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 the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

A list of frequently asked questions can be found by clicking the link below:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff receive additional training from the lead teacher of PSCHE where appropriate and have access to CPD courses in partnership with the PSHE Association.

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

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the academy's provision for Spiritual, Moral Social and Cultural development. The following are protocols for discussion-based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is expected that teachers' personal beliefs and attitudes will not influence their teaching of RSE
- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the schools' safeguarding policy and notify the academy's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on My Concern before notifying the Safeguarding Lead or Deputy DSL.

10. Monitoring arrangements

The delivery of RSE is monitored by S Wilcockson through:

- Learning walks
- Quality Assurance process
- Student and staff feedback
- Parental feedback

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

This policy will be reviewed by S Wilcockson (Lead teacher of PSCHE) annually. At every review, the policy will be approved the governing body and the Headteacher.

Useful links for Parents

- <http://www.brook.org.uk/>
- <http://www.sexeducationforum.org.uk/home.aspx>
- <https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>
- <https://www.gov.uk/government/publications/academy-and-free-school-funding-agreements-multi-academy-trust>
- <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>
- <https://www.dsmfoundation.org.uk/>
- <https://firststepsed.co.uk/>
- <https://www.kooth.com/>

Appendix 1: Curriculum Intent Documents for RSE

PSCHE & Citizenship Key Stage 3 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

PSCHE (personal, social, careers health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSCHE education helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSCHE also helps pupils to achieve their academic potential.

PSCHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSCHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

PSCHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is *'broadly based, balanced and meets the needs of pupils'*. Schools must *'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'* whilst having a duty to keep pupils safe.

**Text in green indicates where statutory SRE curriculum is taught*

***Text in red indicates where citizenship curriculum/British Values/SMSC is taught*

**** The role of politicians and the government is taught through the KS3 History curriculum*

*****Text in blue indicates cross curricular link to other subject*

******Text in purple indicates employability and enterprise links*

NB: Some elements of the PSCHE and citizenship curriculum are also taught through assemblies/workshops/external speakers where appropriate

Threshold concepts

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSCHE 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.*

There are 3 overall topics which underpin KS3 PSCHE. These are:

- Health and Wellbeing
- Living in the Wider World
- Relationships.

Sequence of learning

Year 7

1. What is PSICHE?

Health and Wellbeing: Healthy Lifestyles

2. What are healthy lifestyles?
3. How can we keep healthy? (food groups/diet/nutrition)
4. Eating responsibly (Food labels and health hazards)
5. Healthy living (exercise)
6. Not eating healthily – what are the consequences?
7. Energy Drinks – are they dangerous?

Drugs

8. The dangers of Cigarettes and Alcohol
9. What are drugs and why are they dangerous?
10. What are mental health issues?
11. How can we manage anger? **Employability behaviour: Self Regulation*

Relationships

12. Puberty – What happens, when and why? ** Introductory unit linked to Biology SOW in Y8*
13. Periods – what happens, when and why? ** Introductory unit linked to Biology SOW in Y8*
14. FGM – What is this and why is it so dangerous?
15. Keeping good friendships and avoiding toxic ones
16. Family relationships
17. Crushes and feelings – types of attraction
18. Bullying or Banter?
19. What is cyberbullying? **linked to Computer Science SOW in Y7 (cyber security)*
20. Safe and positive relationships
21. Personal identity & diversity British Values
22. Extremism – why does radicalisation happen?

Living in the Wider World: Budgeting and Consumerism

23. How can we budget our money?
24. How can we create a personal budgeting plan?
25. What are savings loans and interest rates?
26. Financial Transactions
27. Financial Products
28. How can we shop ethically?
29. What are the differences between needs and wants?

Resilience and self esteem

30. Being an aspirational student **Employability Behaviour: Self Motivation*
31. The importance of Self esteem
32. Social media safety **linked to Computer Science SOW in Y7 (cyber security)*
33. Racism – Prejudice and Stereotyping
34. How can we be resilient in the face of challenge? ** Employability Behaviour: Resilience*

Year 8

Health and Wellbeing: Healthy Lifestyles

1. *Personal development and target setting – how can I improve my skills and behaviour?** *Employability Behaviour: Reflective*
2. How can self-confidence boost our achievement?
3. *How can I manage my behaviour to achieve targets and goals? *Employability Behaviour: Self Regulation*
4. Why do teenage parents have it so tough? How we can avoid teenage pregnancy.
5. **Stereotyping, discrimination and prejudice. Disability focus**
6. How can we look after ourselves and others in an emergency? Personal safety and first aid.
7. Understanding eating disorders and how to manage these.
8. What is vaping and is this as bad as smoking?
9. What is mindfulness? How can this aid positive mental health?
10. **Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)**
11. Cancer awareness

Relationships

12. **Love and Relationships – age appropriate relationships.**
13. **How do we have safe sex? Introduction to contraception * linked to Biology SOW (reproduction) in Y8**
14. **How do we keep good sexual health and avoid STIs?**
15. **What is consent and why is it important we know about it?**
16. **What is sexting and why is it so risky to send personal images?**
17. **What is pornography and why can it be dangerous?**
18. **How can we prevent radicalisation and recognise the signs of extremism?**
19. **Who are the extremist groups and why are they so dangerous?**
20. **Where does extremism come from?**
21. **How do religious extremists attract converts?**
22. **Islamophobia.**
23. **Stereotyping, discrimination and prejudice. Religion focus.**
24. **How can British Values teach us tolerance and respect for others?**
25. **Domestic conflict – why do people run away from home and why is this so dangerous?**
26. **Body image and the media part 1 with a focus on boys.**

Living in the Wider World

27. **Internet Safety – what is online grooming and why must we be so careful?**
28. **How can we care for our environment and why is it changing? (2 hours)**
29. **Skills for Careers.**
30. **Apprenticeships vs University**
31. **Careers + development focus - how can we develop our communication skills?**
32. **Careers + development focus - how can we develop our teamwork skills?**
33. **How can we become entrepreneurs?**
34. **Finance – what is income and expenditure?**
35. **Finance – budgeting and saving personal finances**
36. **Careers + Finance - What are national insurance and income tax? Reading payslips**
37. **Stereotyping, discrimination and prejudice. Teens and the media focus.**
38. **LGBT+ focus: Homophobia (2 hours)**

Year 9

Introduction lessons

1. Behaving to achieve. **Employability Behaviour: Self Regulation*
2. How can we foster a Growth Mind set to succeed and achieve? **Employability Behaviour: Resilience*

Health and Wellbeing

3. Why do people take illegal drugs and what does the law say about drug use?
4. Alcohol awareness.
5. The dangers of vaping.
6. The role of the police force in the UK.
7. Developing interpersonal skills. **Employability Behaviour: Collaboration*
8. How to cope with stress. **Employability Behaviour: Self Regulation*
9. What is self-harm and why do people do this?
10. How are we protected from prejudice and discrimination?
11. Acid attacks.
12. Managing anxiety.
13. Vaccinations
14. Why are people selfie-obsessed?

Relationships

15. Who are the LGBT+ community and what would they like us to know?
16. Diverse Britain – religion and culture.
17. Immigration and Diversity.
18. What is pornography and how can it be dangerous?
19. Healthy and unhealthy relationships.
20. CSE – how are children and young people lured into dangerous relationships and what do these look like?
21. Body image and the media – focus on girls
22. Sexually Transmitted Infections and how to protect yourself
23. What is peer-pressure and peer on peer abuse?
24. Long term commitments – marriage and civil ceremonies.
24. What is sexual harassment?

Living in the Wider World

25. How does knife crime impact on our communities, why do teens get involved and what are the consequences? (2 hours)
26. How does the law deal with young offenders (2 hours)?
27. UK Democracy – British Values
28. Employability Skills – preparing for and applying to the world of work and careers
- 29.. Workplace skills.
30. Enterprising and Entrepreneurism.
31. What makes a great leader?
32. Avoiding debt
33. Managing Money.
34. Our Consumer Rights.
35. Human Trafficking.
36. Sustainability.
37. UK Aid.
38. UNICEF.

Assessment

Assessment is an important aspect of the PSCHÉ curriculum and takes the form of both summative and formative assessment, to ensure key messages are understood and misconceptions are addressed.

Formative assessment in PSCHÉ includes: baseline assessments that are revisited in plenary activities, 'review of learning' tasks and traffic light plenaries.

Summative assessment of topics, in the form of multiple choice questions, is used to ensure key messages are understood and misconceptions addressed.

Curriculum links to careers

Careers education is taught explicitly as part of the PSCHÉ curriculum. In Year 7, careers education focuses on aspirations and resilience, as well as basic financial education. In Year 8, the focus becomes more careers – specific. Students learn about the 'soft' skills needed in the workplace – teamwork and communication skills - as well as financial planning and an introduction to apprenticeships and university. In Year 9, students learn about employability skills with a view to preparing for and adapting to the work place. Entrepreneurism is introduced and financial education turns to avoiding debt.

As part of the Year 9 lesson on 'mental health', students are introduced to the career of a mental health nurse through a short video clip and asked to discuss the positives and negatives of this career.

Careers education is taught in conjunction with the school careers platform, Unifrog and is flexible to allow for outside agencies to deliver specific workshops and/or assemblies.

Procedural knowledge

1. Acquiring and understanding accessible, relevant information in:

- Healthy lifestyles Emotional literacy
- Drug Education
- Anti-bullying/safety Citizenship/diversity Financial/careers education/RSE

2. Developing attitudes and values that underpin self-esteem, health and well-being, learning and achievement through:

- Exploring, considering, and understanding moral dilemmas
- Learning the importance of values and individual conscience and moral considerations
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values
- Rights and responsibilities, for self and others

3. Developing personal and social skills by:

- Learning to identify their own emotions and those of others
- Learning to manage change
- Developing self-respect and empathy for others
- Learning how to identify risks
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning about themselves

PSCHE & Citizenship

Key Stage 4 Curriculum



ASPIRE – ENDEAVOUR - SUCCEED

Purpose and aims

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PSCHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSCHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

PSCHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is *'broadly based, balanced and meets the needs of pupils'*. Schools must *'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'* whilst having a duty to keep pupils safe.

**Text in green indicates where statutory SRE curriculum is taught*

***Text in red indicates where citizenship curriculum is taught, including British Values and SMSC*

****Text in blue indicates cross curricular link to other subject*

*****Text in purple indicates employability and enterprise links*

NB: Some elements of the PSCHE and citizenship curriculum are also taught through assemblies/workshops/external speakers where appropriate.

Threshold concepts

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 at a deeper level. PSCHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

There are 3 overall topics which underpin KS4 PSCHE. These are:

- Health and Wellbeing
- Living in the Wider World
- Relationships.

Within these topics are the statutory content for PSCHE (e.g. RSE 2020)

Sequence of learning

Year 10

Health and Wellbeing:

1. How harmful is binge drinking?
2. Psychoactive Drugs – Cannabis focus.
3. Managing Grief and Bereavement.
4. Why do some people become homeless and why is homelessness on the increase?
5. What are hate crimes and why do these still happen?
6. Why do some people commit suicide?
7. Social Media and Self-Esteem
8. Managing social anxiety

Relationships:

9. Using a condom to protect ourselves (double lesson) **link to Biology SOW in Year 10 (Sexually transmitted infections)*
10. What are forced and arranged marriages and what do we need to know?
11. Gender and Trans Identity LGBT+
12. Abortion – the arguments for and against
13. Why do sexism, gender prejudice and stereotypes still exist?
14. Revenge Porn – what is this and how can we prevent ourselves from being victims?
15. Same sex relationships
16. Parenting – the facts.

Living in the Wider World:

17. Crime, gangs and county lines (2 hours)
18. What rights and responsibilities do we have in the workplace? **Employability Behaviour: Professional Conduct*
19. What are employers looking for in CVs?
20. Writing a CV on Unifrog.
21. Choosing the right career for me.
22. Fake news and critical thinking
23. What is overt and covert racism and why are some people still prejudiced?
24. Why do some religious people become terrorists?

Year 11

Health and Wellbeing:

1. Gambling and Online Gaming
2. Identity and Diversity
3. Perseverance and procrastination? **Employability Behaviour: Resilience*

Relationships:

4. Risks of drug use at parties, festivals and clubs
5. Relationship Break Ups
6. What is 'Good Sex'?
7. How to use a condom to protect ourselves **link to Biology SOW in Year 10 (Sexually transmitted infections)*
8. Consent and Intimacy
9. Consent, rape and sexual abuse.
10. Long term commitments

- 11. Fertility and reproductive health **introductory lesson to Biology SOW in Year 11 (fertility/embryology)*
- 12. Bullying and Body Shaming

Living in the Wider World:

- 13. GCSE Revision and Study Skills
- 14. Applying to College and University
- 15. How can we successfully prepare for a job interview? ** Employability Behaviour: Professional Conduct*
- 16. What is multiculturalism?
- 17. Why is Health and Safety at work so important?

Assessment

Assessment is an important aspect of the PSCH curriculum and takes the form of both summative and formative assessment, to ensure key messages are understood and misconceptions are addressed. Formative assessment in PSCH includes: baseline assessments that are revisited in plenary activities, 'review of learning' tasks and traffic light plenaries.

Summative assessment of topics, in the form of multiple choice questions, is used to ensure key messages are understood and misconceptions addressed.

Curriculum links to careers

Careers education is taught explicitly as part of the PSCH curriculum. In Year 10, students learn about rights and responsibilities in the workplace, as well as writing a successful CV. This is developed in Year 11 with a focus on job interviews and applying to further education.

Careers education is taught in conjunction with the school careers platform, Unifrog and is flexible to allow for outside agencies to deliver specific workshops and/or assemblies.

Procedural knowledge

3. Acquiring and understanding accessible, relevant information in:

- Healthy lifestyles Emotional literacy
- Drug Education
- Anti-bullying/safety Citizenship/diversity Financial/careers education/RSE

4. Developing attitudes and values that underpin self-esteem, health and well-being, learning and achievement through:

- Exploring, considering, and understanding moral dilemmas
- Learning the importance of values and individual conscience and moral considerations
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values
- Rights and responsibilities, for self and others

3. Developing personal and social skills by:

- Learning to identify their own emotions and those of others
- Learning to manage change
- Developing self-respect and empathy for others
- Learning how to identify risks
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made

- Managing conflict
- Learning about themselves

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	