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Relationships and Sex Education Policy

Policy Folio	**Quality of Education Folio**
Lead Policy Holder	**Head of Curriculum**
Policy Date	**September 2021**
Policy Version	**V3**
BoD Adoption	**November 2021**
Review Cycle and Date	**Biennial (November 2023)**

Organisational Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with.

We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH).

Our educational staff, Multi-Disciplinary Team (MDT) of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future - if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school, we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:
- Meet the previously unmet needs of young people and enable learning and employment
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles
- Contribute to community and social change
- Reduce costs to society in terms of both social and economic benefits.

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

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School Aims

The School for Inspiring Talents (SfIT) aims to meet the following criteria:

- Teachers have high expectations of all students.
- Teaching engages and includes all students with work that is challenging enough and that meets the students' needs as identified by teachers.
- Teachers command the respect of their classes, set out clear expectations for students' behaviour in line with school policy and the direction set by school leaders, start and finish lessons on time and manage teaching resources effectively.
- Students' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding, including those of literacy and mathematics.
- Teachers monitor students' progress in lessons and adapt their approach consequently; they also monitor students' progress over time and use the information well to adapt their planning.
- Teachers seek to assess the effectiveness of their own teaching and adapt this accordingly.
- Assessment is frequent and accurate and used to set challenging work that builds on prior knowledge, understanding and skills.
- Information at transition points between schools is used effectively so that teachers plan to meet students' needs in all lessons from the outset.
- Students understand how to improve their work.
- Teaching helps to develop a culture and ethos of '*to be the best we can be.'*
- Teaching across the school prepares students effectively for the next stage in their education.

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Glossary of Acronyms

ACEs	Adverse Childhood Experiences
BoD	Board of Directors
CoP	Code of Practice
CPOMS	Child Protection Online Management System
CWP	Christopher Winter Project
DfE	Department for Education
ExP	Executive Principle
FGM	Female Genital Mutilation
HoC	Head of Curriculum
HoMDT	Head of Multi-Disciplinary Team
ISS	Independent School Standards
LGBTQ+	Lesbian, Gay, Bi, Trans, Queer, Questioning and Ace people
LSA	Learning Support Assistant
MDT	Multi-Disciplinary Team
NC	National Curriculum
OSIP	Operational School Improvement Plan
PSHE	Personal, Social, Health and Economic
RSE	Relationships and Sex Education*
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SEPS	Self-Evaluation Position Statement
SfIT	School for Inspiring Talents
SLT	Senior Leadership Team

* This document uses RSE to include both Relationships Education and Relationships and Sex Education.

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Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment regarding Relationships and Sex Education (RSE) to students, parents, and other partners; produced by the Head of Curriculum (HoC) through consultation with stakeholders.

This Policy contributes to the school's Therapeutic, Quality of Education and Wellbeing and Personal Development Folios.

Why is this Policy Important?

The students at SfIT have had challenging starts to life, where relationships at all levels may not always have been healthy. We believe that RSE is important for our pupils and our school because growing our students' understanding of recognising and responding to caring relationships is at the heart of SfIT's principles.

We are therefore committed to providing all of our students with the confidence and ability to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy.

Our school aims to:
- Ensure that high quality, evidence-based and age-appropriate teaching of RSE effectively helps prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Promote the spiritual, moral, social, cultural, mental, and physical development of our pupils, at school and in society.
- Give clear, impartial scientific information.
- Ensure inclusivity and that we meet the needs of all our pupils (referring to the guidance for the preparation for adulthood outcomes, as set out in the SEND (Special Educational Needs and Disabilities) Code of Practice (CoP).
- Foster gender equality and Lesbian, Gay, Bisexual and Transgender and related communities (LGTB+) equality.
- Encourage students to deeply respect and accept every person's inner worth, regardless of their diverse characteristics and beliefs, or whether we agree with them or not.

The intended outcomes of our RSE programme are that students will:
- Have a framework in which sensitive discussions can take place.
- Teach the correct vocabulary to describe themselves and their bodies.
- Gain the information needed to develop healthy, nurturing relationships of all kinds (not just intimate relationships).
- Know about and understand: the importance of health and hygiene, the changes of puberty, sexual development, abortion, and assisted conception, as well as covering the law in relation to, for example, forced marriage and Female Genital Mutilation (FGM).
- Understand that they have a right to set and maintain safe boundaries (focusing on the topics of consent, including sexual harassment, violence, and gender norms) and a responsibility to respect those of others.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships, challenging all forms of discrimination and bullying.

Statutory / Legislative Basis

Current regulations and guidance from the Department for Education (DfE) state that relationships education is compulsory for all pupils receiving primary education and that RSE is compulsory for all pupils receiving secondary education. Health Education is compulsory for all pupils. At SfIT, we teach RSE as part our PSHE curriculum and as set out within this policy. The RSE policy links to our Curriculum Policy which sits in the Teaching and Learning Folio because Relationships Education is at the core of our Therapeutic Curriculum. It sits within the Wellbeing and Personal Development Portfolio of Policies which SfIT has adopted. It therefore relates to, supports, and complements other policies in that themed grouping which include:

▪ Anti-bullying Policy	▪ Medical Conditions Policy
▪ Animals in School Policy	▪ Positive Touch Policy
▪ Child Protection & Safeguarding Policy	▪ PSHE Policy
▪ E-safety Policy	▪ Student Voice Policy
▪ Equalities and Diversity Policy	▪ Therapeutic (Behaviour) Support Policy

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Documents that inform SfIT's RSE policy include:
- The Children Act (1989 and 2004 amendment), as amended by the Children and Social Work Act (2017)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- The Equality Act 2010, particularly the public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government (2014)
- Supplementary Guidance SRE for the 21st century (2014)
- The Data Protection Act (2018) and General Data Information Protection Regulations.
- Statutory guidance from the Department for Education, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019, updated 2020), issued under Sections 34 and 35 of the Children and Social Work Act (2017)
- Keeping Children Safe in Education – statutory safeguarding guidance (2012, updated 2021)

Monitoring, Review & Evaluation (MRE) : Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) is undertaken to ensure that we are delivering on what we say we want to achieve. There is a comprehensive action plan and schedule, details of which are found in our MRE and QA Plan. In the interests of equity and high expectations for all our students, we are continuously checking for:
- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round. Our framework for MRE approaches in RSE are aligned with the MRE approaches for PSHE and achieved via 3 key approaches:

Accountability MRE
- Our Board of Directors Link Portfolio Visits and Observations
- Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- Termly Directors Scrutiny of the CEO & Executive Principal (ExP) Reports to the Board
- Termly H&S checks
- Directors Involvement in the cycle of Policy Review
- Financial and Curriculum Resource Monitoring

Internally
- Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- Individual Student Assessment Framework and Trackers
- CEO & ExP's Observations, Spot Sampling and Random Checks
- Monthly Senior Leadership Team (SLT) Progress Reviews of the Operational School Improvement Plan (OSIP)
- HoC, HoS and Subject Leaders Monitoring including Learning Walks and Deep Dives
- Appraisal & Performance Management approaches
- SchoolPod, CPOMS Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- Weekly safeguarding meetings
- Staff Briefings and Debriefs
- Student Voice Surveys
- Peer Reviews through Team Working
- CPD Evaluations

Externally
- Referring LAs' Annual Health Checks and Audits
- Commissioned Reviews of aspects of practice – specialist and generic e.g., Behaviour, Health & Safety
- Feedback from submissions for Awards and Quality Standards e.g., TISS
- Parent / Carer Feedback e.g., via Class Dojo; and User Schools feedback
- Ofsted Monitoring and Inspection Visits

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Policy

1. Definition

a) We define RSE as the emotional, social, and cultural development of students. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

b) **Relationships Education For Students Means:**
   i) Teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults. This means that by the children have a secure understanding of:
   - Families and people that care about them.
   - Caring friendships.
   - Respectful relationships.
   - Online relationships.
   - Staying safe.

c) **Sex Education For Students Means:**
   i) Teaching the physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes:
   - Puberty.
   - Conception, pregnancy, and fertility.
   - Consent, including the age of consent.
   - The law.
   - Online behaviours including image and information sharing, pornography.
   - Sexuality and gender identity.
   - Contraception.
   - Sexually Transmitted Diseases (STI's) and confidential sexual and reproductive health advise and treatment.
   - Pleasure, relationships and enduring love and marriage.
   - Emergency contraception and abortion.
   - Child Sexual Exploitation (CSE).

d) RSE involves a combination of sharing information and exploring issues and values. It is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills, and confidence to make safe, healthy, and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We understand the importance of the partnership of home and school as vital in providing the context for a consistent and informed approach, with our family practitioners aiding to help strengthen this for our students.

2 Delivery

a) **Curriculum Design**
   i) Our RSE programme is an integral part of our whole school PSHE curriculum (Appendix 1) which is taught as a core subject, for all students, at least four times per week. RSE is planned and delivered following the PSHE Association's Planning Framework for Pupils with SEND (Key Stages 1-4) where RSE is embedded within it.
   ii) The RSE curriculum is planned and organised into six key areas:
   - Self-Awareness.
   - Self-Care, Support And Safety.
   - Managing Feelings.
   - Changing And Growing.
   - Healthy Lifestyles.
   - The World I Live In.
   iii) Learning intentions outlined for each topic area are organised into progressive stages, starting with the first stage **'Encountering'** to the last stage '**Enhancement,'** with each stage building on the one before.

iv) SfIT students have often missed chunks of education prior to their arrival with us, so within the teaching of RSE, prior knowledge checks will be done to identify and address any gaps in coverage. This also ensures that RSE is matched to the needs of our pupils through individual assessment, bespoke planning, and differentiation; being age and stage appropriate and relevant *(including emotional maturity and where pupils are in trauma recovery)* .

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

v) Our RSE programme is taught through a range of teaching methods and interactive activities, with opportunities being presented to pupils (where appropriate/possible) to:
- Experience taking and sharing responsibility
- Feel positive about themselves and others
- Reflect on their perceptions and experiences
- Develop the understanding, language, communication skills and strategies required to demonstrate personal autonomy wherever possible
- Carry out or take part in personal living routines
- Make real decisions (with support where necessary so that they can act upon them)
- Take part in group activities and make contributions
- Develop and maintain positive relationships and interactions with others
- Recognise and celebrate their achievements and successes.

b) Curriculum Content
i) The RSE curriculum content covered* in each key stage and year group is as follows:

Section	Key Stage 1 & 2 Topic Areas	Key Stage 3 & 4 Topic Areas
Self-Awareness	Kind And Unkind Behaviours People Who Are Special To Us Getting On With Others	Prejudice And Discrimination
Self-Care, Support, And Safety	Trust Keeping Safe Online Public And Private	Feeling Frightened/Worried Accidents And Risk Keeping Safe Online Public And Private
Managing Feelings	Identifying And Expressing Feelings Managing Strong Feelings	Self-Esteem And Unkind Comments Strong Feelings Romantic Feelings And Sexual Attraction Expectations Of Relationships/Abuse
Changing And Growing	Baby To Adult Changes At Puberty Dealing With Touch Different Types Of Relationships	Puberty Friendship Healthy And Unhealthy Relationship Behaviour Intimate Relationships, Consent & Contraception Long Term Relationships/Parenthood
Healthy Lifestyles	Taking Care Of Physical Health Keeping Well	Mental Wellbeing Body Image
The World I Live In	Respecting Differences Between People Rules And Laws	Diversity/Rights And Responsibilities Managing Online Information Preparing For Adulthood

*these topic themes that cover RSE sit within our wider PSHE curriculum (Appendix 1) and ensure that content and knowledge specified to be covered by the end of primary and secondary school are (Appendix 2 & 3)

ii) High quality resources will support our RSE provision and will be regularly reviewed. Currently staff use the Dimensions 3D PSHE lesson plans, Christopher Winter Project (CWP) and Brook resources to help them plan their lessons with confidence. Selected resources such as books and film clips will be used which support and promote understanding within a moral/values context and underpin SfIT's therapeutic and trauma informed approach.

iii) Learning about relationships & sex education in PSHE education lessons will link to/complement learning in:
- Science
- Computing
- Fundamental British Values (FBV) and Citizenship (through group time)
- Religious Education (through topic)

iv) Assessment in RSE will take the approach whereby staff will individually assess pupils for each topic area termly. Pupils will aid in assessing their own progress where possible.

c) Safe And Effective Practice

i) We will ensure a safe learning environment with teachers and staff following the PSHE Associations, '*Handling Complex Issues Safely in the PSHE Classroom,'* (2018) guidance. Staff will take students complex life stories into consideration, seeking advice from our MDT where needed, using a therapeutic and trauma informed approach in all lessons.

ii) Distancing techniques such as such as stories, scenarios, clips from TV programmes or case studies will be used to provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.

iii) Teachers and pupils will follow the rule of 'ready, respectful, safe' and agree any necessary additional ground rules specific for RSE delivery.

iv) We are aware that pupils may ask 'tricky questions' of teachers and their parents/carers which go beyond that which is set out for RSE. We provide training to our staff (and through workshops and information days with parents/carers) to support responses to these questions. It is important that responses are given that satisfy pupils' curiosity to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content and encourage contact and conduct that is unsafe. Pupils' questions will be answered by the staff member supporting the student at the time and sensitive issues will be handled by the class teacher.

v) Pupils will be able to raise anonymous questions using an '*Ask It Basket'* / anonymous question box available before, during and after all lessons.

vi) All staff teaching RSE will be supported by the HoC, HoMDT and the RSE Subject Lead.

d) Safeguarding

i) Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in or out of a relationship, can lead to a disclosure of peer-on-peer abuse/a child protection issue.

ii) Teachers will consult with the Designated Safeguarding Lead and in their absence, the deputy. Visitors/external agencies which support the delivery of RSE will be informed of SfIT's safeguarding protocols and will be required to be supportive of the whole school's approach to RSE.

iii) The protocol for inviting visitors into lessons is to submit a request form to the HoS.

iv) Pupils who are vulnerable or 'at risk' will be identified through the weekly safeguarding meetings and the HoS will be informed to ensure that provision is suitable, and that support is planned.

v) All incidents relating to pupils' protection and wellbeing are recorded on CPOMS with specific categories used to capture data to inform our RSE planning and provision. These categories are:
- Domestic Violence
- Emotional related
- Grooming
- Sexual related
- Peer-on-peer abuse
- Physical bullying
- Racism
- Sexual harassment
- Verbal bullying

This data is interrogated at a whole school level and for individual school sites. This ensures that patterns and trends are identified over time but also discussed as they emerge at weekly safeguarding meetings with a plan created to make certain emerging themes are tackled swiftly.

Where required specific categories can be explored for individual class groupings, helping to recognise where interventions may be required for individual pupils or groups of pupils. While RSE has a part to play in allowing a safe space to explore attitudes and interpersonal relationships, it should be seen predominantly as preventative education. Which is why teaching year on year is through a planned, spiral curriculum rather than a reactive measure in response to events. Our RSE provision is part of our whole-school approach that can mediate specific issues that arise (such verbal bullying or other incidents).

e) Engaging Stakeholders

i)   Parents/carers will be informed about this policy through consultation via an electronic survey, and of its approval and publication by email, and where necessary, post. The policy will be available to parents/carers through the SfIT website and available in paper copy upon request.

ii)   We are committed to collaborating with parents and carers through ongoing consultations, questionnaires, and parent information workshops via '*Tea for Talk*' sessions. It is through these sessions that parents can view the materials and resources used. We work closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the MDT and our family practitioners. Parents/carers will be provided with support handouts (as requested through consultation).

iii) We will notify parents/carers of when RSE is going to be taught at the beginning of the academic year. Parents/carers have the right to withdraw their child(ren) from RSE content that is not part of statutory National Curriculum (NC) Science. Requests for withdrawal should be put in writing and addressed to the ExP. A copy of withdrawal requests will be placed in the pupil's educational record and the HoS will discuss the request with parents/carers and take appropriate action with a record of the decision being retained. If a parent/carer requests that their child be removed from RSE, we will ensure that alternative arrangements are made for learning during this time and provide support by allocating a family support worker to help encourage and assist them in delivering the content that they feel comfortable with at home, if requested.

iv)   Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Roles, Responsibilities and Commitments

The RSE programme will be overseen by the HoC - alongside the Personal, Social, Health, Education Subject Lead. It will be taught by all teaching staff, supported by Learning Support Assistants (LSAs) and the MDT.

All Staff	Are to uphold the values of our school and ensure that our aims for RSE are achieved.
Designated Specialist Staff	**Head of Curriculum (HoC)** : e.hanbury@sfit.org.uk **Head of Multi-Disciplinary Team (HoMDT)** : j.sanders@sfit.org.uk **PSHE Subject Lead** : d.parr@sfit.org.uk **Executive Principal (ExP)** : p.jenkins@sfit.org.uk Are responsible for the curriculum intent and implementation of RSE, ensuring that teachers and support staff are effectively trained, prepared, and resourced in order to deliver high quality RSE. MDT staff may be asked to support teaching staff when the proposed content may potentially be 'triggering' for students based on their complex life stories and trauma. It will be the responsibility of the PSHE Subject Lead to inform the Head of Curriculum of the impact of the RSE curriculum and to monitor the trends and pattens that arise to ensure provision is adapted to continue to meet the needs of our diverse cohort of students. The ExP and the CEO will conduct MRE spot checks and learning walks with a focus on RSE.
Teachers	Staff understand that RSE for our students is a core part of our curriculum. Due to the complex nature of the students we have at SfIT, it is expected that staff will need and should seek additional guidance from the MDT where they may feel content may be potentially 'triggering' for students. Staff therefore are responsible for: ▪ Teaching high quality RSE ▪ Delivering RSE in a sensitive way ▪ Modelling positive attitudes to RSE

SLT	▪ 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 To ensure this occurs, staff are encouraged to follow the Sex Education Forum's '*Twelve Principles Of Good Quality RSE'* (published November 2017). Teaching staff will receive RSE training on: ▪ How to deliver RSE ▪ Consent ▪ STI's ▪ Puberty ▪ Contraception (including emergency contraception) ▪ Abortion ▪ CSE ▪ Pleasure ▪ Relationships and Enduring Love This will be delivered through the e-learning courses for professionals by Brook, supplemented and supported by in- house training delivered by the named designated specialist staff. Selected staff members have received C-Card training to ensure we have the skills and tools to confidently register young people, issue condoms to young people and offer chlamydia testing kits within our setting. 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 ExP.
LSAs	Are committed to supporting the teaching of high quality RSE.
MDT	Are committed to supporting and advising the teaching team on therapeutic and trauma informed practice when teaching RSE. They will help provide specialist provision for pupils who are unable to take part in whole class sessions due to their complex life stories and will support parents/carers where required.
Business Support Staff	N/A
Students	Are responsible for helping to shape the RSE provision provided to pupils at SfIT. Sharing their thoughts and opinions on the provision provided and reflecting upon how this can be developed. Pupils are expected to take part in RSE where possible and, when discussing issues related to RSE, treat others with respect and sensitivity. However, staff will be observant of each students life story and how the content may be challenging.
Parents and Carers	Can usefully help to shape the RSE provision provided to students at SfIT, sharing their thoughts and opinions on what provision is provided, and how it can be developed. Parents and carers have a commitment to their child to help support and prepare them appropriately for adulthood. They will be informed at the beginning of the academic year and through Class Dojo/newsletter/tea for talk sessions of upcoming RSE topics. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum (NC) Science.
Agencies, Contractors and Visitors	Agencies, contractors, and visitors have a responsibility to be aware of the school's safeguarding procedures and work in complete unity with SfIT's overarching aims. Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not replace it.
SLT	The SLT are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

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BoD	This policy defines the responsibility of the BoD to ensure statutory coverage of RSE takes place at SfIT. The board of directors will approve the RSE Policy and scheduled revisions, and hold the ExP, HoC and HoS to account for its implementation.

Relevant data sets

1. **Parent/carer consultation results**

    a.) 100% of respondents (12/12) to the parent and carer consultation:
    - agreed that PSHE and RSE were important parts of the school curriculum
    - that these topics can make a real difference to pupils live
    - felt happy talking to their child about growing up, sex and relationships
    - understood and agreed with the content of the RSE policy and did not feel changes were needed
    - felt that the resources used to aid teaching and learning were thorough

    b.) 92% of respondents were:
    - aware of the topics that would be covered in RSE lesson
    - understood that lessons will be adapted to ensure content is appropriate for individuals

    c.) Suggestions were made to help improve SfIT's RSE provision being:
    - Creation of parent/carer support handouts

Relevant resources
- Better health, every mind matters (Public Health England, resources to teach PSHE, RSHE to upper KS2, KS3 and KS4)
- Christopher Winter Project (resources to support teaching RSE in primary and secondary schools with confidence, resources too support teaching about drugs and alcohol)
- Disrespect NoBody (Home Office & PSHE Association, teaching resources on preventing teenage relationship abuse)
- NSPCC (Talk pants resources – lesson plans, teaching guidance etc)
- PSHE Association FGM (guidance, lesson plans and resources)
- Rise Above (resources to support secondary school teachers when promoting positive health, wellbeing and resilience among young people)
- Sexwise (resources to support the teaching of all aspects of sexual and reproductive health)
- Stonewall (best practice toolkits and resources to support the teaching of LGBTQ+ inclusivity)
- Winston's Wish (resources and lesson plans for teaching and learning about loss and bereavement)

Appendices (Embedded/E-links)

Equality Act 2010: advice for schools, DfE, 2013, updated 2018

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Handling complex issues safely in the PSHE education classroom & creating a safe learning environment, PSHE Association, 2018

https://pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education

Keeping children safe in education (statutory guidance for schools and colleges) DfE, 2015, updated 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

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Preventing and tackling bullying (guidance for schools) DfE, 2013, updated 2017

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Promoting children and young people's emotional health and wellbeing (advice for schools) DfE, 2015, updated 2021

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Promoting and supporting mental health and wellbeing in schools and colleges, DfE, 2021

https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

Relationship Education, Relationships and Sex Education and Health Education (statutory guidance for schools) DfE, 2019, updated 2021

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Teaching about consent in PSHE education – KS3 & 4, PSHE Association, 2015

https://pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key

Teaching about relationships sex and health (guidance for schools) DfE, 2020, updated 2021

https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health

Sexual violence and sexual harassment between children in schools and colleges, DfE, 2017, updated 2021

https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Sharing nudes and semi-nudes: advice for education settings working with children and young people, UK Council for Internet Safety, 2020 (updated 2021)

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

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Appendix 1 - Curriculum Plan for PSHE

	Autumn 1 *Self-Awareness*	Autumn 2 *Self-care, Support & Safety*	Spring 1 *Managing Feelings*	Spring 2 *Changing & Growing*	Summer 1 *Healthy Lifestyles*	Summer 2 *The World I Live In*
KS1 & KS2	• Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others	• Taking care of ourselves • Keeping safe • Trust • Keeping safe online • Public and private	• Identifying and expressing feelings • Managing strong feeling	• Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships	• Healthy eating • Taking care of physical health • Keeping well	• Respecting differences between people • Jobs people do • Rules and laws • Taking care of the environment • Belonging to a community
KS3 & KS4	• Personal strengths • Skills for learning • Prejudice and discrimination • Managing pressure	• Feeling unwell • Feeling frightened/worried • Accidents and risk • Keeping safe online • Emergency situations • Public and private • Gambling	• Self-esteem and unkind comments • Strong feelings • Romantic feelings and sexual attraction • Expectations of relationships/abuse	• Puberty • Friendship • Healthy and unhealthy relationship behaviour • Intimate relationships, consent, and contraception • Long-term relationships/parenthood	• Elements of a healthy lifestyle • Mental wellbeing • Physical activity • Healthy Eating • Body image • Medicinal drugs • Drugs, alcohol and tobacco	• Diversity/rights and responsibilities • Managing online information • Taking care of the environment • Preparing for adulthood • Managing finances

*All pupils in a class follow the same theme and topic, however, students starting points are assessed and learning is tailored to the progressive stage that each individual is working at. This builds annually, enabling depth and mastery.

Appendix 2 – Relationships Education: By the End of Primary School:

Families and people who care for me	**Pupils should know:** • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	**Pupils should know** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	**Pupils should know** • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	**Pupils should know** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	**Pupils should know** • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter who they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice, for example family, school or other source.

Life Chance.

Appendix 3 – Relationships and Sex Education: By the End of Secondary School:

Families	**Pupils should know:** • 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	**Pupils should know** • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	**Pupils should know** • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	**Pupils should know** • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	**Pupils should know** • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy, and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.