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Personal, Social, Health, Emotional and Economic (PSHEE)/Relationships and Sex Education (RSE)/Citizenship

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Personal, Social, Health, Emotional and Economic (PSHEE) / Relationships and Sex Education (RSE) / Citizenship

1. Intent

1.1 Overview –

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, 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 Gateway School, we are aware of the need to meet the DfE requirements of PSHEE, RSE and Citizenship and we aim to dovetail teaching and learning within our existing educational and pastoral framework. Our intention is to implement a specifically tailored programme via our continually developing curriculum, via discrete teaching and learning units, and via the implicit delivery process that occurs in lessons, around the school more generally in the interactions between staff and students, and in our numerous interventions and enrichment programmes.

PSHEE/RSE/Citizenship seeks to anchor outcomes for pupils on a model of implementation and impacts rather than through purely traditional classroom-based pedagogic delivery and assessment of progress. In this respect, we look to catch pupils' learning in at least equal proportion to taught lessons. The rationale behind this is that Gateway pupils have the potential, in classroom settings, to respond negatively to direct teaching of often uncomfortable subject matter, thus important lessons for life are lost. However, as young people with identified primary needs extending across a broad range of social and emotional mental health issues, our pupils are often far more open to less formal approaches. Our provision and curriculum structure has the ability to meet these requirements.

2. Implementation

2.1. Subject-specific delivery - We are aware that many aspects of the PSHEE/RSE/Citizenship curriculum will cross over, therefore, our aim is to spread implicit and discrete delivery across the whole school to maximise opportunities for learning and pupil development. We have a whole school delivery and implementation model via key delivery areas (KDAs) across a range of subject areas. In so doing, we are also aware that pupils at TGS often gain most from

intervention activities, particularly where PHSEE/RSE/Citizenship learning is concerned. Much of the required DfE programme is also implemented at Gateway through ongoing initiatives such as Team Around the Child and enrichment and intervention strategies such as drama and Forest School. We feel that we are able to target various areas with individuals far more effectively. For example, we can work with targeted individuals on key areas of the SRE curriculum.

2.2. Implementation Frameworks - Staff at TGS work to a pedagogy outlined in the documents 'The Curriculum @ TGS' (*1) and 'How SMSC dovetails with the curriculum at TGS' (*2). Within the first of these frameworks, learning is set out under the three headings: Knowledge, 6 Core Themes and TAB.

Knowledge is defined as “giving our pupils knowledge and skills they can remember, use and apply”, and for the purposes of PSHE/RSE/Citizenship, this is most often implemented through a process of catching learning alongside taught lessons, as outlined in the overview.

For our pupils, this is demonstrated most keenly in their ability to move forward with a better understanding of productive, positive relationships in the immediate and longer-term future, with pupils recognising that this has a beneficial role to play in their own lives and the lives of those around them. This also has the effect of closing the knowledge gap that exists for many of our pupils between their prior knowledge of the issues and the greater understanding that may be presumed in the broader population of their peers.

Understood as cultural capital, pupils thus have a bank of ideas and knowledge that enables them to integrate more fully and more successfully into society. At the heart of this implementation process is the desire to develop pupils' social confidence, allowing them not to feel left behind or disadvantaged in a wider-world context.

For this knowledge to be of the highest value to our pupils, it must incorporate learning of issues around personal health and wellbeing, sexual health and wellbeing, physical and mental health and wellbeing, and the recognition that this knowledge applies to the pupils themselves and to those around them in the wider social context.

Our 6 Core Themes are defined as: **balance, communication, going beyond your borders, reflection, independence, and resilience**, the intent of which is to "support both [the] social and academic development" of TGS pupils. These are implemented through our enrichment and interventions programmes, nurture sessions and the TAB behaviour curriculum.

As written into the 6 Core Themes, through PSHE/RSE/Citizenship, learners will strengthen and broaden their experience of safe and respectful relationships, build stronger understandings of mental health - its meanings and impacts, and develop their 'felt safety'.

TAB - Teaching Acceptable Behaviour - enables learners to reflect on major incidents occurring in and around the school in discussion with a member of staff

linked in a significant way to the incident. Socially and emotionally, this provides powerful tools for pupils, impacting positively on their 'felt safety', emotional well-being and mental health, whilst also addressing DfE requirements to address content covering respectful relationships and friendships.

Secondly, the SMSC framework details how the TGS 6 Core Themes dovetail with spiritual, moral, social and cultural concepts and concerns. Here, PSHEE/RSE/Citizenship requirements are integrated and delivered implicitly within the SMSC framework. For example, Reflection as a Core Theme also implicitly covers moral and social imperatives when pupils reflect upon their own mistakes, guided by staff. Within the DfE requirements, this has direct relevance to respectful relationships and mental wellbeing.

2.3. The School Council - Alongside the above frameworks, the School Council provides an opportunity for pupils to engage with the running of the school in a more direct capacity, taking in to account the wishes and ideas of their fellow pupils, whilst offering an understanding of the running of aspects of the school, meets numerous PSHE and Citizenship criteria and includes the takeaway for pupils of an invaluable marker of their engagement and maturity for future education settings and employers.

3. Impact - The precise impact of PSHEE/RSE/Citizenship delivery at TGS is difficult to measure and quantify with a high degree of accuracy as it is designed, at core, to be a set of concepts, strategies and behaviours that pupils begin to develop and understand whilst at school, bringing immediate benefits and changes. Furthermore, its greatest strengths lie in its future application by pupils on entering the world beyond their time in school. Its impact upon pupils and those around them in wider society, by its very nature, will almost not be understood precisely because it embraces a wholistic approach to interaction and conduct that serves to facilitate their smoother movement through society, counteracting some of the sources and drivers of misunderstanding, conflict and confusion so often present when pupils first arrive at TGS. That said, both formal and informal, concrete and suppositional measures of the effects, benefits and impacts of the PSHEE/RSE/Citizenship curriculum are in also firmly place.

3.1. Measured impact - The EHCP tracking document (*3) acts as both tracker and driver of pupil progress in their social, emotional and educational development. Pupil Voice and Parent Voice provide authentic, ground level feedback on wellbeing and development as perceived directly by pupils and their parents and carers. The Interventions Tracker demonstrates what interventions pupils have engaged with, with what success and how future intervention programmes have been adapted for pupils as a result of previous participation.

Impact is also evidenced via Threshold Concepts and low stakes testing carried out across academic and vocational subjects and rolled out within the PSHEE/RSE/Citizenship curriculum. In addition key staff are required to feedback on PSHEE/SRE 'can do' statements (presented as discrete Threshold Concepts) which give an indication of progress across the range of the PSHEE curriculum. As

immediate, measurable indicators of progress, these feed directly into pupils' positive self-image, building confidence and so positive mental health outcomes.

For assessing measurable impacts, the PSHE Association's A Guide to Assessment in Secondary PSHE Education is used alongside that organisation's Programme Builders for PSHE Education - Thematic Model. The taught curriculum uses the Thematic Model to scaffold planning within discrete PSHE lessons and as an outline to ensure greatest coverage when taught within lessons in other subject areas. For example, the Drugs and Alcohol strand from the Thematic Model is used to inform delivery of that topic when delivered in PE, science, drama, and in PSHEE.

3.2 Immeasurable impact - Crucially, pupil destinations are a vital measure of the impact of social and emotional development for TGS pupils, many of whom might not have contemplated reintegrating in school, let alone taken the major step of leaving school for a place on an apprenticeship or at college. The level of interaction required of pupils to succeed in accessing these destinations in such public environments is an absolute measure of the success and impact of the sideways or caught learning approach taken at TGS. Prior to this, the majority of pupils will have participated in, and usually completed, a work experience placement - some going on to gain post-16 employment as a direct result of this scheme. As a measure of impact, this has no grade criteria. The impact upon the pupil, however, is beyond measure.

PSHEE/RSE/Citizenship outcomes are discussed through termly reports from subject and intervention staff to ensure the fullest coverage appropriate to TGS pupils and, where applicable, using the PSHE Association assessment guidance to measure pupil achievement and success.

Relationship and Sex Education at The Gateway School

4. DfE Requirements for RSE - The Department for Education, in its RSE guide for parents and carers, requires that “school[s] will cover content on what healthy and unhealthy relationships look like”, covering friendships, work colleagues, committed relationships such as marriage and civil partnerships, and intimate relationships. It also requires schools to equip learners with “the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible”, if or when such issues should arise.

The DfE guide explains that RSE content will cover families, respectful relationships (including friendships), online media, being safe, and intimate and sexual relationships (including sexual health).

Health Education content will cover mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and the changing adolescent body.

5. Policy aims - Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationships and Health Education, The Gateway School aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education The Gateway School hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

6. Definitions

6.1. Relationships education - Relationships education is about students being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships that students will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect. This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

6.2. Relationships and sex education (RSE) - RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships

with another person, and how to control and understand feelings that come with being in a relationship.

7. RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

8. Roles and responsibilities:

8.1. Governors - Governors will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

8.2. Headteacher - The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will liaise with parents regarding any concerns or opinions regarding RSE provision and will manage parental requests for withdrawal of students from non-statutory, non-science components of RSE.

8.3. Staff - Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

8.4. Parents - The Gateway School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been

raised through school PSHEE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

8.5. Students - Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development. The Gateway school expects students to recognise this. Students will be encouraged to support one another with issues that arise through RSE. Such as listening in class and being considerate of other people's feelings and beliefs.

Complying with confidentiality rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be managed under the school behaviour policy, which can be accessed via the school website. We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

9. Implementation and curriculum - It is important that The Gateway School implement the Relationships, Sex and Health policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the students in that class, and responsive to their behaviour and development. Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding RSE and Health Education. It is important that students know the difference between fact, opinion and belief. The RSE, Relationships and Health Education will be delivered in PSHEE and elements of our curriculum and will build on the foundation of the RSE delivered in primary school. The nature of our school and our pupils also means that our interventions and enrichment curriculum often provides an excellent basis for discussions around safe, appropriate and consensual relationships. This includes the exploration of what harmful sexual behaviours (HSB) are and what constitutes harmful behaviour. It is key that pupils can distinguish between normal, healthy and safe behaviour, problematic, inappropriate behaviours and violent and/or abusive ones. By the end of secondary school, The Gateway School expects students to know the information set out at **Appendix 2**.

The Gateway School wishes to promote students' health and well-being by encouraging; self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, also to respond calmly and rationally to setbacks and challenges. The Gateway School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

Health Education will be delivered within Physical Education (PE), Science and Personal, Social, Health and Economic Education (PSHEE). Secondary Students: By the end of their secondary education the School expects students to know the information set out at Appendix 4.

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils 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

10. Dealing with difficult questions - Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the teacher with responsibility for PSHEE or members of the pastoral team.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- Making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time.

We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

11. Special educational needs - The Gateway School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and health education.

The Gateway School will use a variety of different strategies to ensure that all students have access to the same information. Some of these include:

- Interactive teaching methods e.g. card games
- Communication support as identified in personal student profiles
- Use of expert guest speakers
- Practical activities
- Using DVDs or video
- Group and paired activities.

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

The school remains responsible for what is said to pupils. 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.

We 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 pupils' 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 we 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 our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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
- Share all external materials with parents and carers

We **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

12. Withdrawal from RSE - The Gateway School hopes that parents will feel comfortable with, and understand the importance of the education provided to their children as described in this policy. Parents of children in secondary school have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE. Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction.

Any parent of a secondary student wishing to withdraw their child from sex education should put their request in writing and send it to the Headteacher using the form found in Appendix 3 of this policy who will arrange a meeting with a relevant member of staff to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn the school will arrange to provide the child with sex education during one of those terms. A copy of withdrawal requests will be placed in the pupil's educational record. If a student is excused from sex education the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

13. Complaints - Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

14. Equal opportunities - The School has duties under the Equalities Act 2010 to ensure that students are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy, which can be accessed via the school's website.

15. Safeguarding and confidentiality - We hope to provide a safe and supportive community at The Gateway School where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed. The school's Safeguarding policy can be accessed via the school website.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health, the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved.

If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

The school recognises that students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead (DSL) to decide what is in the best interest of the child.

16. Monitoring, review and evaluation - The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE and Relationships curriculum yearly, and will inform parents of any revisions to the School's policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Yearly feedback from students
- Yearly feedback from parents
- Feedback from staff
- Classroom observations.



The school will review this policy annually, evaluating its effectiveness by considering feedback from students, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

17. Support - We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex and relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents wishing one to one support for providing effective sex and relationship education at home should contact the school's Pastoral Leader. The support organised may be provided by the school nurse, the class teacher or members of the pastoral team.

Appendix 1 – RSE Secondary stage curriculum and outcomes

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships including friendships

- 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 (for example, 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

- 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, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- 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

- 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

- 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, for example 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 and 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

Science embedded within our Preparing for Adulthood curriculum covers:

Key Stage 3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Genes and sex determination in humans.

Appendix 2 – Health Education Secondary stage curriculum and outcomes

Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- About the science relating to blood, organ and stem cell donation

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency

- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- Late secondary - the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic First Aid

- Basic treatment for common injuries
- Life-saving skills
- The purpose of defibrillators and when one might be needed

Changing adolescent body

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	
Teacher Signature	



Agreed by Governors

SIGNED:

DATE:

Adopted Review Date