

Relationships and Sex Education (RSE) Policy – Secondary

Review Summary

Adopted:	March 2016
Review Cycle:	Annual
Last Review:	February 2022
Next Review:	February 2023

Revision history		
Version	Date	Summary of changes
1.1	Sep 20	Added Section 4 – Legal Framework. Section 10 amended to clarify right of withdrawal relates to sex education only. 12.1 updated to refer to schools usual monitoring framework
1.2	Feb 22	Added curriculum map appendix Added sections – Aims, What is RSE, Roles and Responsibilities, Training and Monitoring Revised all remaining sections

1. Aims

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

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

2. Definition of terms

For the purpose of this document:

- a. Members, Trustees/Directors and Governors are referred to as Trustees;
- b. The Ted Wragg Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- c. School or Academy refers to any one of the schools or academies within the Ted Wragg Trust;
- d. Staff refers to all staff working at any one of the schools within the Ted Wragg Trust;

- e. Pupils refers to all Pupils being educated or on site at any one of the schools within the Ted Wragg Trust.

3. Policy development

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

- a. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- d. Pupil consultation – we investigated what exactly pupils want from their RSE
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

4. What is Relationship and Sex Education (RSE)

- a. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- b. RSE involves a combination of sharing information, and exploring issues and values.
- c. RSE is not about the promotion of sexual activity.

5. Legal Framework

- a. The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- b. Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- c. The statutory guidance applies to
 - i. Relationships Education (for Primary education)
 - ii. Relationships and Sex Education (for Secondary Education)
- d. The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

6. Principles and Values

- a. The Trust believes that RSE should:
 - i. Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;

- ii. Be an entitlement for all young people;
- iii. Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- b. Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
 - i. Encourage Pupils and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
 - ii. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - iii. Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and Pupils, consulting them about the content of programmes;
 - iv. Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

7. Relationships and Sex Education

- a. Relationships and Sex education covers three main elements:
 - i. **Attitudes and Values**
 - 1. learning the importance of values, individual conscience and moral choices;
 - 2. learning the value of family life, stable and loving relationships, and marriage;
 - 3. learning about the nurture of children;
 - 4. learning the value of respect, love and care;
 - 5. exploring, considering and understanding moral dilemmas;
 - 6. challenging myths, misconceptions and false assumptions about normal behaviour.
 - ii. **Personal and Social Skills**
 - 1. learning to manage emotions and relationships confidently and sensitively;
 - 2. developing self-respect and empathy for others;
 - 3. learning to make choices with an absence of prejudice;
 - 4. developing an appreciation of the consequences of choices made;
 - 5. managing conflict;
 - 6. empower Pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
 - iii. **Knowledge and Understanding**
 - 1. learning and understanding physical development at appropriate stages;

2. understanding human sexuality, reproduction, sexual health, emotions and relationships;
3. learning about contraception and the range of local and national sexual health advice, contraception and support services;
4. learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
5. the avoidance of unplanned pregnancy.

8. Organisation and Content of Relationships and Sex Education (appendix - curriculum map)

- a. Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.
- b. Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.
- c. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- d. Any RSE lesson may consider questions or issues that some Pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When Pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the Pupils, the question may be dealt with individually at another time.

- e. More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9. Inclusion

- a. ***Ethnic and Cultural Groups*** - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- b. ***Pupils with Special Needs*** - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our Pupils, taking specialist advice where necessary.
- c. ***Sexual Identity and Sexual Orientation*** - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10. Roles and responsibilities

a. Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

b. 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/non-science] components of RSE (see section 11).

c. Staff

Staff are responsible for:

- I. Delivering RSE in a sensitive way
- II. Modelling positive attitudes to RSE
- III. Monitoring progress
- IV. Responding to the needs of individual pupils
- V. Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

d. Pupils

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

11. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] 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 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.

12. Confidentiality, Controversial and Sensitive Issues

12.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- a. The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- b. Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- c. The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

12.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

12.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

13. Training

- a. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- b. 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.

14. Monitoring arrangements

- a. The delivery of RSE is monitored by the senior leadership team and the Head of Humanities through: planning booklet scrutinies, learning walks and drop ins, coaching observations, pupil booklet scrutinies and from pupil voice.
- b. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- c. This policy will be reviewed by the Head of Humanities annually. At every review, the policy will be approved by Trustees.

15. Policy Circulation

- a. This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- b. This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- c. The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing

and organising the revision of the Relationships and Sex Education Policy.

Adoption of the Policy

Signed:

ARMulcah

(Chair of Trust)

Date: 10.11.21

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7 RPE & PSHE Curriculum (RPE, PSHE, RSE)

	RPE Cycle One: What does it mean to be Human?	RPE Cycle Two: Jesus of History, Christ of Faith	RPE Cycle Three: Islam: Past, Present, Future
Core Content	<ol style="list-style-type: none"> 1.What can we learn from studying philosophy? 2.What does it mean to be human? 3.What is the meaning of life? 4.Am I a spiritual person? 5.Written assessment & feedback 6.What is a guided journey and what can we learn from it? 7.How can we tell the difference between belief, fact and opinion? 8.Why do people have different ideas about God? 9.Where can we find the truth? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1.Who was Jesus and did he really exist? 2.What did Jesus look like? 3.Was Jesus more than just a man? 4.Written assessment & feedback 5.Do we have scientific evidence that Jesus was more than a man? 6.Was Jesus a political leader? 7.What can we learn from Jesus' stories? 8.Why is Jesus' death and resurrection important to Christians? 9.Was Jesus the messiah? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What is God like in Islam? 2. What are the two main branches of Islam? 3. What do Muslims believe about Angels? 4. Who was Prophet Muhammad (PBUH)? 5. Written assessment & feedback 6. What is the Qur'an and why is it important? 7. What guides a Muslim in the right way to live? 8. What are the 5 Pillars of Islam? 9. Why is community important to Muslims? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson
Key Concepts	Philosophy, Spirituality, Ethics, atheist, theist and agnostic. Evidence for and against the existence of God. Theist, secularist and post-modernist beliefs about God. The omni terms. Polytheistic views on God –Ancient religion	Jesus of History, Did Jesus Exist, Christ of Faith The Shroud of Turin, What did Jesus look like, Jesus depicted in Art, The temptations of Jesus, Parables, Miracles, Jesus' Teaching, Crucifixion, Resurrection, Impact of Jesus' legacy today	Nature of Allah, Sunni and Shi'a, Angels, Muhammed, Holy Books 5 Pillars, Right and Wrong, Community
	PSHE Cycle One: Identity and Belonging	PSHE Cycle 2: Dreams, Goals & Healthy Me	PSHE Cycle 3: Relationships and Changing Me
Core Content	<ol style="list-style-type: none"> 1.Who am I? 2.What influences me? 3.What is peer pressure? 4.What is my online identity? 5.How can I be kind and stay within the law? 6.Responsive Lesson 7.What is Prejudice and discrimination 8.What influences you? 9.How can I challenge stereotypes? 10. Assessment 11. Responsive Lesson 12.Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What are my ambitions? 2. What skills do I need to benefit my future? 3. Who is to blame? 4. How can I make responsible choices? 5. Responsive Lesson 6. How can I manage stress and anxiety? 7. How can I make healthy choices on substances? 8. How can I make healthy choices? 9. How can I keep my self safe from exploitation 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What do I need to know about what healthy relationships look like? 2. What do I need to know about consent and why is it so important? 3. What do I need to know about being a good friend? 4. What do I need to know about making good choices? 5. Responsive Lesson 6. What do I need to know about puberty? 7. What do I need to know about being in a committed relationship and parenthood? 8. What do I need to know about how I can develop happy future relationships? 9. What do I need to know about my identity? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson
Key Concepts	Unique Me, Differences and Conflict, My Influences Peer Pressure, Online Safety Sexting, Consequences Online Legislation, Bullying Prejudice and Discrimination Equality Act, Bystanders Stereotyping, Challenging negative behaviour and attitudes	Celebrating success, Identifying goals, Employment Learning from mistakes, Overcoming Challenges Planning Skills, Safe and Unsafe Choices, Substances Gangs, Exploitation Emergency First Aid Stress and Anxiety, Managing Mental Health, Physical activity and mental health, Effects of Substances, Nutrition Sleep, Vaccination and Immunisation Importance of Information on making Healthy Choices	Healthy relationships, consent, sexting FGM Friendship, Families Puberty Breast ironing IVF Identity
Other Content	(Responsive Lesson is an adaptive lesson linked to key issues/themes arising throughout term)		RSE
Skills	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively
Assessment	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only

Year 8 RPE & PSHE Curriculum (RPE, PSHE, RSE)

	RPE Cycle One: Religion, Philosophy and Life	RPE Cycle Two: Buddhism	RPE Cycle Two: Sikhi
Core Content	<ol style="list-style-type: none"> 1. What is Philosophy and Ethics? 2. What is the Teleological argument? 3. What is the Cosmological argument? 4. What is Utilitarianism? 5. Written assessment & feedback 6. What is the origin of the universe? 7. What is the origin of human life? 8. How should the environment be treated? 9. How should animals be treated? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What is Buddhism? 2. Who was Siddhartha? 3. Why did Siddhartha leave his palace? 4. How did Siddhartha become known as the enlightened one? 5. Written assessment & feedback 6. What are the three universal truths? 7. How do Buddhists apply the three universal truths to their lives? 8. Can anyone become enlightened? 9. What can Tibetan Buddhism teach us? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What is sikhi? 2. How did Guru Nanak begin Sikhi 3. Who were the 10 gurus? 4. How and why do Sikh's worship? 5. Written assessment & feedback 6. Why do Sikh's practice Sewa? 7. Why is Vaisakhi important for Sikh's? 8. What is a sikh Dharma? 9. What is life like for a modern Sikh? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson
Key Concepts	Philosophy, Ethics, Teleology, Cosmology, Utilitarianism, origin of the universe – different beliefs, origin of human life- different beliefs. Environment and pollution, stewardship and dominion, animals exploitations and care.	The life of Prince Siddhartha and the Four Sights Asceticism; Enlightenment; The Middle Way 4 Noble truths; Noble 8 Fold Path, The Wheel of Life Mandalas and meditation; Buddhist symbols Sangha – lay and monastic; Dalai Lama and Tibetan Buddhism	Guru Nanak, the 10 Gurus, Ik Onkar Places of worship - Gurdwara The creation of the Khalsa. Traditions, practices and celebrations.
	PSHE Cycle One: Equality & Diversity	PSHE Cycle 2: Dreams and Goals and a Healthy Me	PSHE Cycle 3: Relationships/Changing Me
Core Content	<ol style="list-style-type: none"> 1. Who am I? 2. What is family? 3. Why are first impressions important? 4. What are faith and belief? 5. How to make positive contributions despite prejudice and discrimination? 6. Responsive Lesson 7. What is inequality? 8. What is social injustice? 9. How can bullying cause social injustice? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What are my Long-term goals? 2. What can't money buy? 3. Why is it important to keep track of my money and earnings? 4. What effect can money have on emotional and mental health? 5. Responsive Lesson 6. What responsibilities do I have towards my health? 7. How can I make healthy choices on ... managing stress? 8. How can I make healthy choices on ... substances? How are substances misused and exploited? 9. How can I make healthy choices on ... medicines and immunisations? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. Am I in control of myself? 2. Am I in control of social media? 3. Am I in control of Alcohol and Risk? 4. Am I in control of my relationships? 5. Responsive Lesson 6. Am I in control of my personal space? 7. How can I recognise Control and Coercion in Relationships? 8. How can I recognise attraction? 9. Does watching pornography help people to understand relationships? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson
Key Concepts	Self –Identity; Family and Identity Stereotypes; Personal Beliefs and Judgements Managing Expectations; First Impressions Respect for the Beliefs of Others; Active Listening Positive Change made by others; How positive behaviour affects feelings of wellbeing Social Injustice; Inequality; Community cohesion and support Multiculturalism; Race and Religion; Prejudice LGBT+ bullying; Hate Crime	Long term goals; Skills; Qualifications; Careers; Money, happiness Ethics and mental wellbeing; Budgeting; Variation in income Positive and negative impact of money; Online legal responsibilities; Gambling Issues Long term physical health; Responsibility for own health Dental Health; Stress triggers; Substance and mood Legislation associated with substances; Exploitation and substances Medicine; Vaccinations; Immunisation; Blood donation	Positive relationship with self Social media and relationship with self; Negative self talk Managing a range of relationships; Personal Space Online etiquette; Online privacy and personal safety Coercion; Unhealthy balance of power in relationships Sources of support; Types of close intimate relationships Physical attraction; Legal status of Relationships Behaviours in healthy and unhealthy romantic relationships Pornography; Sexuality; Alcohol and Risk behaviour
Other Content	(Responsive Lesson is an adaptive lesson linked to key issues/themes arising throughout term)		RSE
Skills	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively
Assessment	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)*, End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only

Year 9 RPE & PSHE Curriculum (RPE, PSHE, RSE)

	RPE Cycle One: Religion and World Issues (Islam & Christianity)	RPE Cycle two: Philosophy: God, Reality and Freewill (Christianity & Non-Religious Views)	RPE Cycle Three: Religion in UK
Core Content	<ol style="list-style-type: none"> 1.What value do religious believers give to the world? 2.Do religious believers have a duty to protect the world? 3.How should religious believers treat the world? 4.Should religious believers go to war? 5.Written assessment and feedback 6.How do religious believers justify going to war? 7.Why are some religious believers pacifists? 8.Do religious believers consider men and women equal? 9.What do religions teach about human sexuality 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1.Are we really free? 2.Was religion invented to make us behave well? 3.How are free will and the problem of evil connected? 4.How do we know what is real? 5.Written assessment and feedback 6.How free are we? 7.Do we need God to show us right from wrong? 8.Do we need to believe in God to know right from wrong? 9.If there was no belief in God would it change the way we live? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What is: The State, Religion and Laws? 2. How is the UK Multicultural? 3. What religious festivals take place in the UK? 4. How has religion shaped Exeter in the past and present? 5.Written assessment and feedback 6. What relationship is there between Religion and Politics in the UK? 7. What relationship is there between Religion and Poverty in the UK? 8. What relationship is there between Religion, Crime and Punishment? 9.What relationship is there between the Arts? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson
Key Concepts	The value of the world, Use and Abuse of the Environment War; Just War Theory, Peace and Pacifism Human Rights and Social Justice Prejudice and Discrimination: Equality, Sexuality, Racism	Reality, Freedom, Socrates, Plato and Aristotle, Plato's Cave, Soft and hard determinism, libertarianism	UK Religions and Traditions, British Values, Local history and traditions, Law, Crime and Punishment, Poverty, Morality and ethics, non-religious views, Religion and the Arts.
	PSHE Cycle One: Me and My World	PSHE Cycle 2: Dreams and Goals and a Healthy Me	PSHE Cycle 3: Relationships/Changing Me
Core Content	<ol style="list-style-type: none"> 1. What are my expectations and perceptions of relationships? 2. Is peer approval worth the risk? 3. How can I be me in a group? 4. What is consent? 5. Responsive Lesson 6. Why is equality important? 7. How can I understand difference? 8. How can my language cause bullying? 9. Is challenging discrimination everyone's responsibility? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What are my personal strengths? 2. How can planning help support my life and learning? 3. What is happiness? 4. How can media influence my mental health? 5. Responsive Lesson 6. How can I make healthier choices? 7. How can Alcohol effect me? 8. How does using substances effect me? 9. What should I do in an emergency? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What do I need to know about healthy relationships? 2. What do I need to know about consent and why it is important to be able to say no? 3. What do I need to know about porn? 4. What do I need to know about contraception? 5. Responsive Lesson 6. What do I need to know about STIs? 7. What do I need to know about mental health? 8. What do I need to know about change and resilience? 9. What do I need to know about sleep? 10. Assessment 11. Responsive Lesson 12. Super-teaching Lesson
Key Concepts	Perceptions about intimate relationships; Consent, Sexual exploitation Peer approval; Grooming; Radicalization; County Lines Risky Experimentation; Positive and negative self identity Abuse and coercion; Coercive control ; Protected Characteristics Equality act; Phobic and racist language; Legal consequences of bullying and hate crime Sexism; Ageism; Positive and negative language Banter; Bullying in the workplace Direct and indirect discrimination; Harassment <u>Victimisation</u> ; Prejudice, discrimination and stereotyping.	Personal Strengths; Healthy Goals; Smart Planning Links between body image and mental health Non-financial dreams and goals Mental health and ill health; Accessing Mental Health Support Media manipulation; Self-harm; Anxiety disorders Eating disorders; Depression Misperceptions about young peoples' health choices Physical and psychological effects of alcohol, Alcohol and the law; Alcohol dependency Drug classification; Supply and possession legislation Emergency situations; First aid; CPR Substances and safety, sources of advice and support	Power and control in intimate relationships; Risk in intimate relationships Importance of sexual consent; Assertiveness skills Sex and the law; Pornography and stereotypes Contraception choices; Family planning; STIs, support and advice Mental health stigma, Triggers, Support strategies Managing emotional changes, Resilience Reflection on importance of sleep in relation to mental health Reflection on body and brain changes, Stereotypes
Other Content	(Responsive Lesson is an adaptive lesson linked to key issues/themes arising throughout term)		RSE
Skills	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively
Assessment	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)* , End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)* , End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only	Pre-Assement (Quizizz), Mid Cycle Assessment (Written)* , End of Cycle Summative Assessment & Post-Assement (Quizizz) *RPE only

Year 10 Cranbrook Values Curriculum (RPE, PSHE, RSE)

	Cycle One: Stronger Together (RPE & PSHE)	Cycle Two: Healthy Me, My Future and Buddhism (RPE & PSHE)	Cycle Three: What do I need to know? (RPE, PSHE & RSE)
Core Content	<ol style="list-style-type: none"> 1. What are Human Rights? 2. How do different people deal with grief? 3. What are the pros and cons of social media? 4. Is it ever worth taking a risk? 5. What do healthy relationships have that unhealthy ones don't? 6. Responsive Lesson 7. How can we be more inclusive as a society? 8. How can we build a fairer society? 9. How can we promote equality? 10. How can we build a fairer society? 11. Assessment 12. Independent Learning Task 13. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. How can I improve my physical health? 2. How can I have a healthy balance? 3. How can disease and illness be managed? 4. How can I have a healthy mind? 5. Responsive Lesson 6. How can I ensure a work/life balance? 7. How can I be resilient in relationships? 8. How can my lifestyle choices now influence my future? 9. How can I maintain good social health for my future? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What do I need to know about long-term relationships? 2. What do I need to know about lust attraction and attachment? 3. What do I need to know about love and loss? 4. What do I need to know about grief and ending relationships 5. Responsive Lesson 6. What do I need to know about healthy relationships? 7. What do I need to know about porn? 8. What can Humanism teach us about making good choices? 9. Can philosophy help us to live a happier life? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson
Key Concepts	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control. Christian beliefs, practices and traditions.	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals, Improving health, sexual health, blood-borne infections, self examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health. Origin of Buddhism, beliefs, practices and traditions.	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice. Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Other Content	RPE: Christianity (Responsive Lesson is an adaptive lesson linked to key issues/themes arising throughout term)	RPE: Buddhism	RPE: Humanism, Atheism, Religious traditions of the UK RSE content.
Skills	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively
Assessment	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)

Year 11 Cranbrook Values Curriculum (RPE, PSHE, RSE)

	Cycle One: Freedom, Choice and Responsibility (RPE, PSHE & RSE)	Cycle Two: Healthy Me, My Future and Islam (RPE, PSHE & RSE)	Cycle Three: What do I need to know? (RPE, PSHE & RSE)
Core Content	<ol style="list-style-type: none"> 1. What does being an adult mean to me? 2. What does the Law say about Relationships? 3. What is the Equality Act? 4. How does my internet activity link to the law? 5. Responsive Lesson 6. What should you do in an emergency situation? 7. Is family important? 8. Why is family important to Christians? 9. What does Christianity teach about gender and sexism? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. How can I manage anxiety and stress? 2. What choices do I have with regards to my relationships and when is the right time to start a family? 3. What difficulties could I face in wanting to have a child? How much does a baby cost? 4. How can I look after my sexual health? 5. Responsive Lesson 6. When is the right time? 7. How can I manage my money and develop my skills? 8. What do I do when things go wrong? 9. How can I stay safe? 10. Assessment 11. Independent Learning Task 12. Super-teaching Lesson 	<ol style="list-style-type: none"> 1. What do I need to know about long-term relationships? 2. What do I need to know about perceptions? 3. What do I need to know about gender, diversity and sexuality? 4. What do I need to know about prejudice? 5. What do I need to know about FGM? 6. What do I need to know about sexual colonialism?
Key Concepts	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality. Christianity, beliefs and teaching.	Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong. Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe. Islam, beliefs, practices and traditions.	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support.
Other Content	RPE: Christianity RSE Content (Responsive Lesson is an adaptive lesson linked to key issues/themes arising throughout term)	RPE: Islam RSE Content	RPE: Religious traditions of the UK RSE Content
Skills	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively	Analyse, contextualise, justify, respond to, express views, make informed responses, apply ideas, compare and contrast, use appropriate terms, respond sensitively
Assessment	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)	Pre-Assement (Quizizz), End of Cycle Summative Assessment & Post-Assement (Quizizz)

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