



Relationships and Sex Education Policy 2023 -2024

Introduction

Students at Pathways Learning Centre are growing up in an increasingly complex world, living their lives seamlessly both online and offline which presents many positive and exciting opportunities, but also challenges and risks. RSE and Health Education makes a significant contribution to the promotion of young peoples' personal and social development.

- Through the promotion of RSE and Health Education, skills are developed that our students need for them to grow and flourish as individuals and members of society.
- The Curriculum contributes to helping students and young people to build their personal identities, confidence, resilience and self-esteem.
- It enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe at Pathways Learning Centre that RSE and Health Education (including our SEL Curriculum) includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes and understanding of the range of family types and other people who contribute to providing students with the care love and support needed to grow and develop.

We strongly believe this is paramount for teaching students the skills and knowledge to safeguard themselves, and prepares them for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a PSHE curriculum that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for our students.
- Teach students about equality and diversity as is our duty within the Equalities Act (2010)
- Teach about different family structures including single parent families, LGBTQ parents, adoptive parents, foster parents/carers amongst other structures.
- Provide our students with RSE and Health Education that is age appropriate and contributes to lifelong learning and well-being.
- Develop a strong commitment to confidentiality and to provide a safe learning environment where everyone feels respected when safeguarding vulnerable students.
- Inform and work with parents and families to support our work at Pathways Learning Centre by making policies and schemes of work available on our website and supporting them with any questions or concerns about RSE.
- Work collaboratively with partners and agencies such as health care professionals, social care, and other appropriate agencies, to enrich and support students' learning in RSE and Health Education where appropriate.

Here at Pathways Learning Centre we ensure our ethos and vision is embedded within our approach to RSE and illustrated in our Relationships Policy.

Legal Framework and Policy and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- *Part 6 – Chapter 1 of the Equality Act 2010*
- *Section 34 of the Student and Social Work Act 2017*
- *DfE (2018) Keeping Children Safe in Education*
- *DfE (2019) Relationships Education, RSE and Health Education (RSE) and Health Education*
- *DfE (2015) National Curriculum in England: Science Programs of Study*
- *The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).*

This policy operates in conjunction with the following Pathways Learning Centre policies:

- Safeguarding Policy
- Relationships and Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- E-Safety Policy

Safeguarding and Confidentiality

Everyone involved in the teaching of RSE/Health Education will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE/HE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

If a member of staff has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the Centre's safeguarding policy must be followed.

Equality and Accessibility

Pathways Learning Centre understands its responsibilities in relation to the Equality Act 2010, meaning that the school cannot unlawfully discriminate against any student because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all students and avoiding discrimination.

We ensure our RSE and Health Education and Transformation (PSHE) curriculum is sensitive to the needs of all our students and their families by:

- Being aware of students' individual characteristics, backgrounds, attitudes and feelings.
- Differentiating teaching and learning from our planned schemes of work to allow access to RSE and Health Education for all our students, including those with SEND or EAL.
- Understanding that students with SEND and other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the program will be designed to be inclusive of all students.
- Ensuring freedom from all forms of bullying include homophobic, biphobia and transphobic bullying and as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.
- Ensuring awareness of issues such as sexism, misogyny, gender stereotyping and building a culture where these are not tolerated. Any occurrence will be identified and addressed.

Definition of RSE and Health Education

In order to achieve outstanding personal development, the focus of Pathways Learning Centre is to give students the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships, teaching about the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other students and with adults.

Teaching about families requires particular sensitive and well-judged teaching based on the detailed knowledge we have of our students and their individual circumstances at Pathways Learning Centre. Families of many forms provide a nurturing environment for students (Single parent families, LGBTQ families, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). At Pathways, care is taken to ensure that there is no stigmatisation of students based on their home circumstances; to reflect sensitively that some students may have a different structure of support around them; e.g. looked after parents, young carers.

The DfE recommends that all centres should have an RSE Education program tailored to the age and the physical/emotional maturity of the students. This is defined as teaching young people to understand human sexuality and to respect themselves and others. It enables young people to build their confidence, emotional maturity, emotional resilience and emotional literacy. This will allow them to then make informed decisions about healthy, fulfilling and safe sexual relationships at the appropriate time.

In summary:

- *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.*
- *RSE is about developing confidence in talking, listening, and thinking about feelings and relationships.*
- *RSE is about understanding the consequences of our actions and behaving responsibly within relationships.*
- *RSE is about understanding the role media plays in forming attitudes (e.g. Toxic masculinity)*
- *RSE is about understanding the range of relationships, including the importance of family for the care and support of students.*
- *RSE involves a combination of sharing information, and exploring issues and values.*
- *RSE is about understanding what a healthy relationship is, both online and offline.*
- *RSE is about understanding where and how a student can access appropriate support.*
- *RSE is about ensuring students know how to stay mentally well and healthy, as well as developing emotional resilience*
- *RSE is not about the promotion of sexual activity.*

Organisation of the Curriculum

RSE and Health Education will be delivered as part of the schools Transformation Curriculum. It has been organised as a core provision of our offer to meet the statutory requirements outlined in the 'Relationships, Education, RSE and Health Education (RSE) and Health Education' alongside our PSHE and trauma recovery, resilience building SEL program.

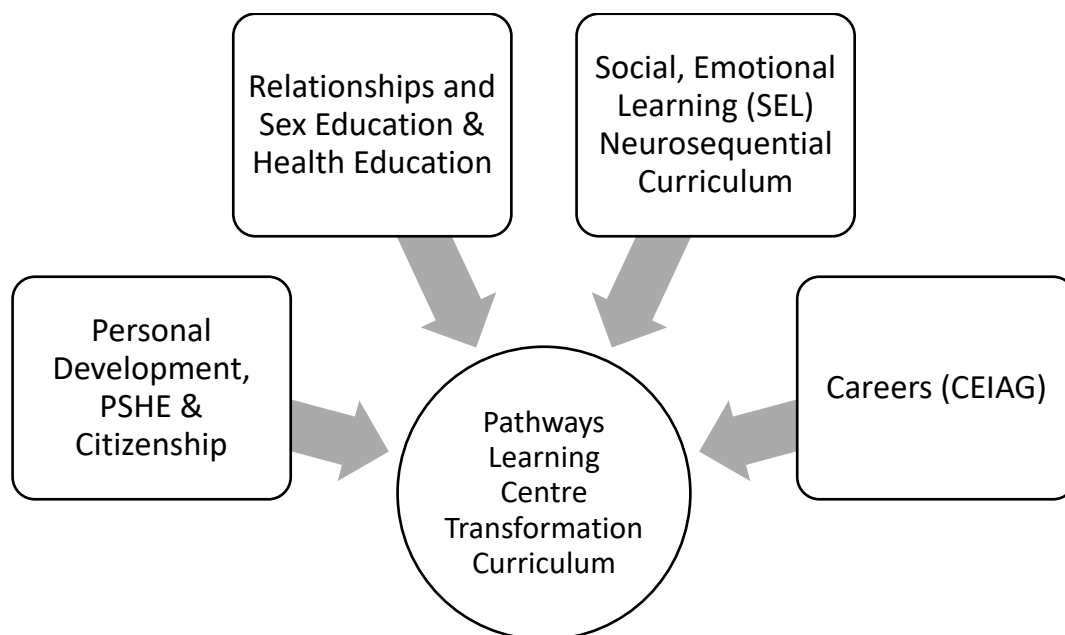


Figure 1: Pathways Learning Centre Transformation Curriculum

The nature of our trauma recovery, relationship based approach at Pathways Learning Centre requires that RSE permeates all aspects of our learning and informs our day to day interactions with students. Our RSE curriculum is not just in RSE lessons but is part of our approach to all aspects of learning here at Pathways Learning Centre. We recognise the importance and impact of relationships in every aspect of life, working to promote this with our Children and Young People and Young People, but we may need to adapt it as and when necessary.

Induction of New Students

At Pathways Learning Centre we need to be flexible to deliver the content in a way that is age and developmentally appropriate and sensitive to the specific needs of each student who arrives, be it through a mental health referral or permanent exclusion, they are equally vulnerable. As the majority of students are on a placement Pathways for an initial 12 weeks, we prioritise the topics and areas of delivery in line with the needs of the individual student. Students are given a two day induction, where we ensure they are given a comprehensive overview of what we consider to be the 'absolute' topics that they may not have received in mainstream up to this point in their educational journey. They include:

Health & Wellbeing	Relationships	Living in the Wider World
• <i>Drugs abuse and Peer Pressure</i> • <i>Gang/Knife Crime</i> • <i>Healthy Eating</i> • <i>Mental Health</i> • <i>Coping with Stress and Anxiety</i> • <i>Body Image</i> • <i>Managing Loss</i>	• <i>Tackling Racism and Religious Discrimination</i> • <i>Online Safety</i> • <i>Conflict at Home</i> • <i>Homophobia, Transphobia and Sexism</i> • <i>Managing Romantic Relationships</i> • <i>Domestic Abuse</i> • <i>Sexuality and Consent</i> • <i>Contraception</i> • <i>STI's</i> • <i>Sexting and Pornography</i> • <i>Challenging Radicalisation</i>	• <i>Rights and Responsibility within the community</i> • <i>Age and Disability Discrimination</i> • <i>Understanding Careers</i> • <i>Causes and Effects of Debt</i> • <i>Gambling</i> • <i>Skills for employment</i> • <i>Work Experience</i>

These safeguarding essentials are delivered by induction tutors for all new students who attend Pathways Learning Centre. The list is not exhaustive and differentiated amounts of time may be spent on each individual. Some students may need more time learning about 'Toxic masculinity' as an example, based on their referral paperwork and behavioural history. Alongside these topics, student voice is captured termly to ensure that we are covering areas that the students themselves prioritise as a need or a topic that would address a gap in their knowledge.

RSE Scheme of Work and Delivery

In addition to addressing the essential RSE content, at Pathways Learning Centre, we have a broad and balanced Scheme of Work of RSE content which is delivered in discrete weekly 45 minute sessions. Pathways Learning Centre has both primary and secondary provision, making use of the 'JIGSAW' all through scheme of work (See Figures 4 & 5). This allows teachers to build knowledge in sequence throughout the school.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE and across every aspect of our curriculum and ethos at Pathways Learning Centre, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will enable them to make responsible and well-informed decisions about their lives. A high-quality, sensitively delivered programme of Sex Education is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and embarrassing. We aim to give children and young people a safe space to ask the questions they may have and to be clear about how their bodies will develop and how a baby is conceived, as set out in the National Curriculum for science.

Curriculum Implementation

At Pathways Learning Centre, we believe that effective Relationships and Sex Education is best achieved through a whole-school approach, which ensures that the content is appropriately set for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils' views are listened to.

Our RSE and Health Education program will provide:

- Accurate, factual information about physical development and human reproduction
- Lessons tailored to the age and maturity of pupils
- Progression of skills and understanding as the Children and young people mature
- Opportunities for pupils to ask questions without fear of embarrassment
- Support in preparing Children and young people for their future lives and the decisions they will have to make
- Encouragement for pupils to make their own informed judgements
- Mutual care and respect for others and increased self-esteem
- Understanding of how to build positive relationships
- Respect and sensitivity when discussing families that may have diverse structures
- Our teaching approach will:
 - Be sensitive towards the needs of all pupils and considerate of their age and development
 - Respect Children and young people and young people's different points of view and backgrounds
 - Provide a safe space for children and young people to share their feelings and questions
 - Seek to use a range of strategies to appeal to children and young people's learning styles and overcome barriers to learning.

RSE objectives have been woven through our PSHE long-term plan in order to make links within the Children and young people's learning experience. RSE is delivered sensitively and at an age-appropriate level throughout school. For example, using the correct terminology to name private parts is part of our teaching as children and young people learn about body parts from Reception onwards. This enables Children and young people to become comfortable with using the correct terms before they reach an age where they may feel embarrassed.

At **Key Stage 2**, Relationships education focuses on **teaching the fundamental building blocks** and characteristics of positive relationships including:

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

At **Key Stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. The holistic 'JIGSAW' scheme of work acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It **teaches the knowledge and skills which will equip them** for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **Key Stage 4**, students **deepen that knowledge and understanding**, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. This reflects the fact that students are moving towards and independent role in adult life, taking on greater responsibility for themselves and others.

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

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

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

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

Curriculum Links

Despite the RSE and Health Education curriculum being embedded in our wide reaching Transformation curriculum, Pathways Learning Centre seeks all opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance students' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – Students learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – Students learn about E-Safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

Inclusivity

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, we will aim to provide a safe, nurturing environment where they 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

Consultation and the Role of Parents and Carers

Pathways Learning Centre is aware that the primary role in students' RSE and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of students at Pathways Learning Centre through mutual understanding, trust and co-operation. Similarly, we also understand how important parents/carers' views are in shaping the curriculum by listening to their voice. In promoting this we:

- Will consult and inform parents/carers' about RSE through the Pathways Learning Centre website, letters, parent conferences, and supportive outreach evening with our senior support workers. Tutors will also ensure they call parents, at least fortnightly, as well as provide a termly review of placement.
- Inform parents about Pathways Learning Centre's RSE and Health Education policy and practice.
- Answer any questions that parents may have about the RSE and Health Education of their child.
- Take seriously any issue that parents raise with teachers or members of the management committee about this policy or the arrangements for RSE and Health Education at Pathways Learning Centre.

Resources

We will consider whether any resources we plan to use:

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

Use of External Organisations and Materials

At Pathways Learning Centre, we will liaise with external agencies to support and compliment the school's Transformation Curriculum (Figure 1). All agencies will be aware of the schools policies and procedures and their role within them. Any matters reported by visitors will be dealt with in line with our Safeguarding Policy and procedures. We will ensure that the teaching delivered by visitors fits with the planned program of study. Pathways Learning Centre will discuss with the visiting provider, the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students. Pathways Learning Centre will request copies of the materials and lesson plans in advance that the visitor will use. This is a safeguarding check that the material will not trigger or re-traumatise any of our students and that they meet the full range of student needs. Pathways Learning Centre will use visitors to enhance and embellish the existing teaching of an appropriate member of teaching staff, not to replace teaching by those staff. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

Assessment

We use 'JIGSAW' across the whole of Pathways Learning Centre, alongside qualifications and accreditation through a range of examining bodies, including but not limited to NCFE, AQA and OCR. As with any learning, the assessment of students' RSE and Health Education is important as it enables the teacher to gauge individuals' progress. Students have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: reflective diaries, class discussions, group work, questionnaires/ surveys, and peer assessment. Student voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective. In addition we will gather the views of teachers, students and parents/carers in the following ways: questionnaires, parental support group meetings, letters and training sessions.

Roles and Responsibilities

The Role of the Management Committee

The Management Committee will approve the RSE policy, and hold the head teacher to account for its implementation. The Management Committee should make sure that:

- All students make progress in achieving the expected educational outcomes.
- The curriculum is well led, effectively managed and well planned.
- The quality of provision is monitored through regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all students with SEND.
- Clear information is provided for parents on subject content and their rights to request that their students are withdrawn.
- Subjects are resourced, staffed, and timetabled in a way that ensures that Pathways can fulfil its legal obligations.

The Role of the Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The Head teacher should ensure:

- That parents and staff are informed about our RSE and Health Education Policy.
- There is discussion about withdrawal requests with parents, and child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- That all requests to withdraw students from non-statutory elements of the RSE and Health education curriculum are reviewed.
- That the policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- That the policy is monitored on an annual basis and reports given to the Management Committee on the effectiveness and key performance indicators of the policy.

The Role of Curriculum Coordinator

As part of our 'transformation' curriculum, subject teachers deliver RSE, Health Education, PSHE and Social and Emotional Learning in a way differentiated to the needs of every group and individual student as a core subject at Pathways Learning Centre. Connie Coppin is the member of the senior leadership team who has oversight of Teaching and Learning. Dan Walton is the senior leader who has oversight of the suite of subjects in which RSE is held.

The Curriculum Coordinator will:

- Oversee the delivery of RSE and Health Education as part of the Transformation Curriculum at Pathways Learning Centre.

- Ensure all content is age-appropriate and high quality.
- Ensure teachers are provided with adequate resources to support teaching of the subjects and have received appropriate training.
- Ensure Pathways Learning Centre meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensure the relationships, sex and health curriculum is inclusive and accessible for all students.
- Work with other subject leaders to ensure the relationships, sex and health curriculum complements but does not duplicate, the content covered in the national curriculum.
- Monitor and evaluate the effectiveness of the subjects and provide reports to the Head teacher.
- Help to develop colleagues' expertise in the subject matter and have adequate resources.

The Role of Teachers

All teachers and staff are responsible for promoting and supporting children and young people with aspects of Relationships and Sex Education.

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the senior leadership team.

The Role of Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is in line with our relationship policy based on a mutually held set of expectations between staff and students.

Training

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

The senior leadership team 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.

Answering Difficult Questions

If a student asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the student/parent/carer. If the staff member is concerned, they must discuss the matter with the Designated Safeguarding Lead/ SENCo/ parent/carer if appropriate and always follow Pathways Learning Centre's safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

At Pathways Learning Centre we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

Teaching students' common terminology to describe body parts is important, particularly in relation to safeguarding. This aspect of teaching may also link with elements of the Science curriculum. It also links to the following Relationships Education outcome: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Monitoring Arrangements

The delivery of RSE is monitored by Connie Coppin, Dan Walton, Gareth Jones, Laura Spires, through:

- planning scrutinies,
- learning walks,
- lesson observations
- peer reviews
- area deep dive information
- self evaluations
- topic feedback forms – departmental development record.

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

Right of Withdrawal

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from the sex education program except for those parts included in the statutory National Curriculum (e.g. Science lessons). Parents/carers will have the right to withdraw their child from sex education delivered as part of RSE at Pathways Learning Centre which, unless there are exceptional circumstances, should be granted up to three terms before the child turns 16. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, Pathways Learning Centre will make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of sexual consent. There is no right to withdraw from Relationships Education as the contents of these subjects - such as family, friendship, safety (including online safety) – are important for all students to be taught. This is in line with the DfE Statutory Guidance for RSE.

Requests to withdraw a child from sex education will be made in writing to the head teacher. Before granting a withdrawal request, the head teacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented and stored in line with record management.

Right of Withdrawal - Primary aged children	Right of Withdrawal - Secondary age children
• Parents do not have the right to withdraw their children from relationships education. • Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. • Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher. • Alternative school work will be given to pupils who are withdrawn from sex education.	• 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 using the form found in Appendix 3 of this policy and addressed to the head teacher. • A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. • Alternative school work will be given to pupils who are withdrawn from sex education.

Policy Review

This policy will be reviewed annually by Dan Walton (Deputy Head teacher – Curriculum) or Connie Coppin (Assistant Head teacher – Teaching and Learning). The policy will be reviewed in light of any changes to statutory guidance,

feedback from parents, staff or students, and issues in the Centre or local area that may need addressing. The governing body is responsible for approving this policy. Any changes to this policy will be communicated to all staff, parents and, where necessary, students.

Head teacher: Pathways Learning Centre

Chair of Management Committee: Pathways Learning Centre

Policy Review Date: March 2025

Appendix 1: RSE and Health Education Subject Overview (Primary)

Topic	By the end of Primary School, students should know:
Families and People who care about me	• 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 • 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 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	• 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful Relationships	• 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	• 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	• 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 (in all contexts, including online) whom 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 e.g. family, school and/or other sources

Appendix 2: RSE and Health Education Subject Overview (Secondary)

Topic	By the end of Secondary School, students should know:
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, 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	• 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, the 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 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	• 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: Withdrawal from Sex Education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

Appendix 4: Key Stage 1&2 PSHE Scheme of Work with integrated RSE and Health Education

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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 5: Key Stage 3&4 PSHE Scheme of Work with integrated RSE and Health Education

		Snapshot Jigsaw PSHE 11-16					
(Updated September 2023)		Shows the summary of subject content in each Puzzle (unit)					
Year / Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support	
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour	
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. 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, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, 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, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation	

Year 10 (14-15)	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, the law and social media. Positive and negative relationships	Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.	Impact of physical health in reaching goals, relationships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability.	Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family. Understanding love, fake news, pornography.	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, physical and emotional changes, family change, sources of support.
Year 11 (15-16)	Becoming an adult. Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, 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 issues, contraception, consent. Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications. Identifying a range of risks including rape and strategies for staying safe. Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex. Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes. Child on child abuse, power control and sexual experimentation. Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support.	