

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

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1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

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

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

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy development

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

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

5.0 What is Relationship and Sex Education

- 5.1 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.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

6.0 Legal framework

- 6.1 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.
- 6.2 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.
- 6.3 The statutory guidance applies to
 - 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
 - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 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;
 - 7.2.1 Encourage students 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;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 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 students, consulting them about the content of programmes;
 - 7.2.4 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;

8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 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.

9.4 Any RSE lesson may consider questions or issues that some students 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 students 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 students, the question may be dealt with individually at another time.

9.5 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.

9.6 See appendix for curriculum map

10.0 Inclusion

10.1 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.

10.2 Students 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 students, taking specialist advice where necessary.

10.3 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.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0 Roles and responsibilities

11.1 Trustees

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

11.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

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

11.4 Pupils

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

12.0 Roles and responsibilities

12.1 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.

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 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:

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

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

13.3 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.

14.0 Training

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

14.2 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.

15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Ed Goodman and Alec Bithersea through: Fortnightly line management meetings to discuss the content and impact, liaison with the Safeguarding team and pastoral teams to notify them of when key RSE content is delivered.

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

- 15.3 This policy will be reviewed by Ed Goodman and Alec Bithersea annually. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 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.
- 16.3 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.

17.0 Appendix

17.1 Appendix 1: Exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 1	<p>Keeping good friendships and avoiding toxic ones:</p> <ul style="list-style-type: none"> Correctly identify ways we can develop genuine friendships. Describe how it can be difficult to always be a good friend. <p>Explain the difference between genuine friendships and toxic friendships.</p> <p>Bullying or banter – what is and what isn't acceptable?</p> <ul style="list-style-type: none"> Identify whether situations are 'banter' or bullying. Describe the consequences of 'banter' and how we can tell when banter turns to bullying. Explain the difference between banter and bullying and why you believe each situation falls into that particular category. <p>Describe different types of bullying and the difference between a bystander and an upstander.</p>	<p>Respectful relationships, including friendships:</p> <p>the characteristics of positive and healthy friendships (in all contexts, including online). This includes different (non-sexual) types of relationship.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Online and media:</p> <p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Respectful relationships, including friendships:</p> <p>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.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>

Cyberbullying

- Identify the different types of cyber bullying.
- Describe what cyber bullying is and why people do it.

Analyse why the 4 Step Method to stop cyber bullying is effective.

Toxic relationships:

- Describe some ways of avoiding dangerous relationships and maintaining positive ones.
- Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.

Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.

Respectful relationships, including friendships about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

Online and media:

their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Respectful relationships, including friendships:

that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Online and media:

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.

Year 7	Unit 2	<p>Protecting your online identity: why must we be so careful with social media?</p> <ul style="list-style-type: none"> • Identify the negative internet uses and the information we should not make public. • Describe how an online groomer uses social media. • Analyse whether your social media profiles are safe from bullies and trolls. <p>Follow a simple checklist to help manage and maintain your online reputation.</p>	<p>Online and media:</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p>
Year 7	Unit 3	<p>Family types and relationships:</p> <ul style="list-style-type: none"> • Identify the different types of family and the roles of family members. • Describe the changes in family roles since the 1950s • Explain why roles have changed and why we need to learn about different types of families. • Identify different types of marriage and long-term relationships • The importance of getting on with family members 	<p>Families:</p> <p>that there are different types of committed, stable relationships.</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>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</p>

Year 8	Unit 1	<p>Dismantling sexism: women’s rights (Equality Act):</p> <ul style="list-style-type: none"> • Know about important milestones in the history of women’s rights in the UK • Understand what is meant by sex discrimination • Recognise that ‘sex’ is a protected characteristic in the Equality Act 2010 • Discuss the challenges that remain <p>Give examples of female activists who put their lives in danger to make their voices heard</p> <p>Dealing with divorce and separation:</p> <ul style="list-style-type: none"> • Understand that divorce and splitting up affects people in different ways • Discuss helpful advice on how to deal with divorce and separation • Awareness of the different stages of the grief cycle <p>Know who to talk to and when to seek professional help</p>	<p>Respectful relationships, including friendships:</p> <p>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)</p> <p>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</p> <p>Respectful relationships</p> <p>The management of conflict, reconciliation and ending relationships.</p>
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Year 8	Unit 2	Dismantling sexism: gender stereotyping and sexist language:	Respectful relationships, including friendships:
		<ul style="list-style-type: none"> • Know the definition of sexism and how it reinforces the discrimination of women and girls • Understand and articulate what gender stereotypes are. • Have an appreciation of the harm of gender stereotypes • Understand what sexist language is. <p>Discuss if and why particular words or phrases are harmful.</p>	<p>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)</p> <p>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</p> <p>Being safe:</p> <p>The concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p>
		<p>Gender identity and sexual orientation:</p> <ul style="list-style-type: none"> • Define ‘gender’, ‘sex’, ‘gender identity’ and ‘sexual orientation’ • Know some of the terminology people use to identify their sexual orientation and gender identity • Understand the meaning behind Pride month <p>Recognise the effects of homophobic, biphobic and transphobic bullying and suggest how we can combat it</p>	<p>Respectful relationships, including friendships:</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>how stereotypes, in particular stereotypes based on sex, gender and sexual orientation can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>
		<p>LGBT+ rights in UK and abroad (Equality Act):</p> <ul style="list-style-type: none"> • Understand the purpose of the Equality Act 2010 and how it protects the rights of LGBT+ people in the UK 	<p>Respectful relationships, including friendships:</p> <p>the legal rights and responsibilities regarding equality</p>

		<ul style="list-style-type: none"> • Correctly identify countries where far more needs to be done to improve LGBT+ rights. • Describe what is currently being done by activists and organisations and the progress they've made. <p>Explain the everyday issues the LGBT+ global community face and how they overcome them.</p>	<p>(particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>how stereotypes, in particular stereotypes based on sex, gender and sexual orientation, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 3	<p>Consent and Female Genital Mutilation (FGM):</p> <ul style="list-style-type: none"> Identify the four types of FGM Identify what to look out for when a victim may have, or may be soon to experience FGM. Describe how girls are encouraged into the process and reasons why it's often unreported. Understand the short- and long-term health problems caused by FGM <p>Dismantling sexism: public sexual harassment:</p> <ul style="list-style-type: none"> Know the definition of public sexual harassment (PSH) Recognise examples of PSH Understand that PSH behaviours are rooted in sexism and that PSH is the most common form of violence against women and girls Know which other groups are most likely to experience PSH and the impact of PSH for the victims <p>Recommend ways in which individuals can tackle PSH</p> <p>What consent is and its importance:</p> <ul style="list-style-type: none"> Correctly identify cases where consent has or has not been given. 	<p>Being safe:</p> <p>The concepts of, and laws relating to FGM, and how these can affect current and future relationships</p> <p>Families:</p> <p>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</p> <p>Respectful relationships, including friendships:</p> <p><i>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</i></p> <p><i>What constitutes sexual harassment and sexual violence and why these are always unacceptable</i></p> <p>Respectful relationships, including friendships:</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy,</p>

	<ul style="list-style-type: none"> Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. Explain whether consent has been given in particular situations and how you know this. <p>Know the law regarding consent and rape</p> <p>Sharing of nudes and semi-nudes:</p> <ul style="list-style-type: none"> Understand the pressures on young people to send nude or semi-nude images. Discuss if girls have a (more) negative experience online Give advice to others to avoid sending nude and semi-nude images Understand the possible consequences of sending nude and semi-nude images, including the legal consequences <p>Know how to report and remove a nude image shared online</p> <p>Child Sexual Exploitation:</p> <ul style="list-style-type: none"> Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE. Understand why it is often difficult to identify victims 	<p>consent...</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>Being safe:</p> <p>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)</p> <p>The concepts of, and laws relating to sexual consent, coercion, rape, and how these can affect current and future relationships</p> <p>Online and media:</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>what to do and where to get support to report material or manage issues online</p> <p>Families:</p> <p>how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</p> <p>Being safe:</p>
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		<ul style="list-style-type: none"> Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities. <p>Know where to go for help and advice</p> <p>The dangers of pornography</p> <ul style="list-style-type: none"> Correctly identify ways pornography can be harmful, both to viewers and people involved in the industry. Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives. Explain how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society. <p>Know the law relating to pornography.</p>	<p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, and how these can affect current and future relationships</p> <p>Online and media:</p> <p>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</p>
Year 9	Unit 1	<p>Forced marriage and honour-based violence:</p> <ul style="list-style-type: none"> Understand that forced marriages are illegal in England and Wales and are recognised as a form of violence. Recognise honour-based violence practices and reasons why these crimes are committed <p>Know where to get help</p> <p>Consent and sexual pressure:</p> <ul style="list-style-type: none"> Be certain of the age of consent in the UK and what 	<p>Respectful relationships, including friendships:</p> <p>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</p> <p>Staying safe:</p> <p>the concepts of, and laws relating to forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>Being safe:</p> <p>the concepts of, and laws relating to, sexual consent, and</p>

		<p>consent means</p> <ul style="list-style-type: none"> • Identify reasons why young people may choose to have sex • Explain why young people may feel pressured into having sex and <p>Know how to deal with sexual pressure</p> <p>Sexually transmitted infections (STIs):</p> <ul style="list-style-type: none"> • Understand how to prevent STIs through safer sex • Able to describe the symptoms of common STI's <p>Know what to do if you put yourself at risk – help, testing and treatment</p> <p>Contraception:</p> <ul style="list-style-type: none"> • Describe some ways we can protect ourselves against unsafe sex. • Explain the pros and cons of particular forms of 	<p>how these can affect current and future relationships</p> <p>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)</p> <p>Intimate and sexual relationships, including sexual health:</p> <p>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</p> <p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>Intimate and sexual relationships, including sexual health:</p> <p>how the different sexually transmitted infections (STIs), are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>Intimate and sexual relationships, including sexual health:</p> <p>the facts about the full range of contraceptive choices, efficacy and options available</p> <p>How to get further advice, including how and where to</p>
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		<p>contraceptives and where the best place would be for a teenager to get advice and contraception.</p> <ul style="list-style-type: none"> • Evaluate which type of contraception is best depending on a person's circumstances. • Know how to put a condom on safely and to only use condoms that are in date and display a British safety mark <p>Understand what can go wrong and options available in an emergency.</p> <p>Toxic masculinity:</p> <ul style="list-style-type: none"> ● To define the term toxic masculinity ● To explore where toxic masculinity comes from and how damaging it can be to men and women <p>To evaluate what a good man is and how to develop these traits</p> <p>Teenage parents:</p> <ul style="list-style-type: none"> • Know some basic facts about the costs of having a baby and practice compiling a simple budget <p>Understand the effects that having a baby can have on the finances of a young person and their family</p>	<p>access confidential sexual and reproductive health advice and treatment</p> <p>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</p> <p>Respectful relationships, including friendships:</p> <p>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)</p> <p>Families:</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>Intimate and sexual relationships, including sexual health:</p> <p>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</p>
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Year 9	Unit 2	<p>Grooming:</p> <ul style="list-style-type: none"> • Correctly identify the different ways an online groomer will try to exploit someone. • Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else. • Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be. <p>Know what we can do if we suspect someone is trying to groom either ourselves or a friend online.</p> <p>Healthy and unhealthy relationships: domestic abuse:</p> <ul style="list-style-type: none"> • What characterises a healthy relationship? • What characterises an unhealthy relationship? • Why is it sometimes difficult for a person to acknowledge that he or she is in an unhealthy relationship? • Why do people stay in unhealthy relationships? <p>If someone is in an unhealthy relationship, what can they do about it?</p>	<p>Families:</p> <p>how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</p> <p>Online and media:</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>what to do and where to get support to report material or manage issues online</p> <p>Staying safe:</p> <p>The concepts of, and laws relating to, grooming, coercion, and how these can affect current and future relationships</p> <p>Families:</p> <p>how to 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</p> <p>Respectful relationships, including friendships:</p> <p>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.</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>what constitutes sexual harassment and sexual</p>
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Year 10	Unit 1	<p>Pregnancy, miscarriage and fertility:</p> <ul style="list-style-type: none"> • Understand how pregnancy happens and early symptoms of pregnancy • The importance of taking a pregnancy test • Recognise the common symptoms of a miscarriage and where to get help afterwards <p>Understand the factors affecting fertility</p> <p>Different types of partnerships:</p> <ul style="list-style-type: none"> • Recognising that there are different types of committed, stable relationships • The characteristics and legal status of marriage, civil partnerships and cohabiting <p>The traditional practices of arranged marriages</p>	<p>Intimate and sexual relationships, including sexual health:</p> <p>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>the facts around pregnancy including miscarriage</p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> <p>Families:</p> <p>that there are different types of committed, stable relationships</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children</p> <p>what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to</p>

			<p>couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>the characteristics and legal status of other types of long-term relationships</p>
Year 10	Unit 2	<p>Revenge porn and upskirting:</p> <ul style="list-style-type: none"> • Know what is meant by revenge porn and upskirting • Correctly identify what to do to prevent revenge porn and what to do if you become a victim of revenge porn or upskirting. • Describe the long- and short-term consequences of sharing intimate images with partners or friends. <p>Explain the law regarding revenge porn and upskirting</p> <p>Gender identity and Transgender (Equality Act):</p> <ul style="list-style-type: none"> • Use appropriate terminology with understanding when referring to transgender people. • Understand that transition is a social and/or medical 	<p>Respectful relationships, including friendships: what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>Being safe: the concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p> <p>Online and media: not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>Respectful relationships, including friendships: how stereotypes, in particular stereotypes based on sex, gender and sexual orientation, can cause damage (e.g., how they might normalise non-consensual behaviour or</p>

		<p>process.</p> <ul style="list-style-type: none"> Explain the challenges faced by transgender people in society (prejudice and discrimination). <p>Think of ways to support transgender people.</p>	<p>encourage prejudice)</p> <p>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</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>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</p>
Year 11	Unit 1	<p>Revenge porn and upskirting:</p> <ul style="list-style-type: none"> Know what is meant by revenge porn and upskirting Correctly identify what to do to prevent revenge porn and what to do if you become a victim of revenge porn or upskirting. Describe the long- and short-term consequences of sharing intimate images with partners or friends. Explain the law regarding revenge porn and upskirting <p>BBC Documentary; Zara McDermott: Revenge Porn</p>	<p>Respectful relationships, including friendships: what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>Being safe:</p> <p>the concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p> <p>Online and media:</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through excellent education.



Responsibility for approval: Senior Exec
Date of approval: June 2025