

Relationships Education, Relationships & Sex Education, and Physical Health & Mental Wellbeing Policy

**Review Date**

April 2024

Ratified

June 2024

Next Review Date

March 2026

Responsible Directorate

Education

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

Contents

1	Introduction	4
2	Aims and Objectives	5
3	Definitions	5
4	Roles and Responsibilities	6
5	Delivery of Relationship Education and RSC	7
6	Relationships Education and RSE: Curriculum and Outcomes	8
7	Health Education: Physical Health and Mental Wellbeing	8
8	Pupils with Special Educational Needs and/or Disabilities	9
9	Right to Request Withdrawal from Sex Education	9
10	Confidentiality and Child Protection	10
11	Equal Opportunities	11
12	Complaints	11
	Appendix 1- RSE Secondary Stage Curriculum & Outcomes	12
	Appendix 2- Health Education Secondary Stage Curriculum & Outcomes	23
	Appendix 5-Teaching Strategies	25

1 | Introduction

- 1.1 Our Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Our Trust recognises that physical health and mental wellbeing are interlinked, so it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.
- 1.2 Our Trust has a responsibility under the Equality Act (2010) to ensure the best for all pupils at our academies, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 Our Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive. Equally, it is essential that children and young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our Trust believes that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual, and transgender (LGBT) issues, the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.
- 1.5 This policy has been developed in consultation with parents, pupils, and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community. The review of the policy will include:
- Annual parent consultation to inform them of any changes. Parents are asked for their feedback.
 - Staff, pupil, and Local Governing Boards will be asked to provide feedback through stakeholder voice opportunities.
 - Ratification - once any required amendments are made the policy is shared with the Trust Board to be ratified.

2 | Aims and Objectives

- 2.1 Through the delivery of high-quality, evidence-based, and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships, and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol)
 - Learn about intimate relationships and sex
 - Learn about mental wellbeing
 - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3 | Definitions

- 3.1 Relationships Education at the primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults, and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with other people, and how to control and understand feelings that come with being in a relationship.
- 3.3 RSE **does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

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

4 | Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and academy community are set out in detail below.
- 4.2 **Board of Trustees:** Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.
- 4.3 **The Chief Executive Officer (CEO):** The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.
- 4.4 **Local Governing Boards:** Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular feedback from the academy Principal on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise, and act as a point of challenge for decisions taken by the Principal. The Local Governing Board will annually feedback its findings to the Board of Trustees.
- 4.5 **Principals:** Each academy Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

- 4.6 **Staff:** Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.
- 4.7 **Parents:** The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.
- 4.8 **Pupils:** Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's Behaviour Policy.

5 | Delivery

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.
- 5.3 **Primary Academies:** In our primary academies Relationships Education will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHEE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

- 5.4 **Secondary Academies:** In our secondary academies RSE will be delivered in science, religious education, computing and Personal, Social, Health and Economic Education (PSHEE) and will build on the foundation of Relationships Education delivered in primary school.

6 | Relationships Education and RSE: Curriculum and Outcomes

- 6.1 By the end of their primary education the Trust expects pupils to know the information set out at Appendix 1. The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).
- 6.2 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 2.

7 | Health Education: Physical Health and Mental Wellbeing

- 7.1 The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).
- 7.2 By the end of their primary education, the Trust expects pupils to know the information set out at Appendix 3.

- 7.3 By the end of their secondary education, the Trust expects pupils to know the information set out at Appendix 4.

8 | Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

9 | Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the PSHE Lead at their child's academy. Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the Science curriculum.

- 9.4 Any parent wishing to withdraw their child from sex education in a secondary academy should put their request in writing and send it to the PHSE Lead at their child's academy who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.5 If a pupil is excused from sex education the respective academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

10 | Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
 - Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible. Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
 - Report the matter to the DSL who will be able to make an assessment of the circumstances based on wider contextual information about the child.
- 10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 | Equal Opportunities

- 11.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 11.2 The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's Behaviour Policy.

12 | Complaints

- 12.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Procedure.

Appendix 1- RSE Secondary Stage Curriculum and Outcomes

Year Group	Term	Topic/Theme	Resources
Year 7	1	• Peer pressure and belonging: Students understand how peer pressure operates within groups. • Bubbles of influence: Students can challenge their own and others' attitudes and values, and accept difference in others	All resources are from Jigsaw's SoL for ages 11-12. (PSHE Association approved).
Year 7	2	• Bullying: Students can understand what bullying is and what it is not and some of the motivations behind bullying behaviours.	All resources are from Jigsaw's SoL for ages 11-12. (PSHE Association approved).
Year 7	3	• Positive qualities of healthy relationships: Students can identify characteristics and benefits of positive, strong, supportive, relationships. Students understand what expectations might be of having a romantic/ attraction relationship. Students understand what is meant by consent • My changing supportive relationships: Students can identify the supportive relationships in their life. Students know that relationships change and suggest how to manage this • Getting on and falling out: Students can identify why people sometimes fall out. Students can suggest ways to manage conflict within their friendship group. • Discerning external factors in relationships: Students can understand that discernment is an important skill when being a consumer of media • Assertiveness in relationships: Students can recognise when to use assertiveness in some of the relationships. Students can understand the personal and legal consequences of sexting. Students can understand what is meant by consent. • My changing body: Students can understand the changes that happen during puberty. Students understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. Students know where to access help if they are worried or concerned about puberty or abuse • Having a baby: Students know how a baby is conceived naturally. Students know that there are other ways a baby can be conceived e.g. IVF.	All resources are from Jigsaw's SoL for ages 11-12. (PSHE Association approved).

		Students understand how a baby develops inside the uterus and is born • Types of relationships and their impact: Students know there are different types of committed stable relationships and that some people may choose to have children or not. Students can make links between positive, healthy family relationships and effective parenting. Students can identify some of the roles and responsibilities of being a parent • My changing feelings: Students know some of the changes in my brain during puberty. Students understand some of the emotional changes during puberty. Students know where to access support they are worried about adolescence	
Year 8	1	• My 'family': Students understand about collective and individual identities and cultural diversity. Students understand the influence family has on self- identity. • Bullying: Students can define what is and what is not bullying. Students can give examples of LGBT bullying. Students can describe the steps that can be taken to challenge LGBT bullying	All resources are from Jigsaw's SoL for ages 12-13. (PSHE Association approved).
Year 8	3	• Being in control of... myself: Students understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. They understand that social media can both positively and negatively affect how they feel about themselves • Being in control of... my relationships: Students understand that relationships can cause strong feelings and emotions. They understand the features of positive and stable relationships. They understand that all relationships have positive and less positive aspects • Being in control of... personal space: Students can define what is meant by personal space and how this varies across my relationships both online and offline. Students can discuss how personal space differs across different cultures. • Managing Control and Coercion in Relationships: Students understand what is meant by control, power balance and coercion in a relationship. • Being in control of... social media: Students understand how to use social media appropriately, safely and legally (including the illegality of underage pornographic content). Students can give examples of how personal safety can be compromised online. • Different types of relationship: Students know different types of close, intimate relationships that	All resources are from Jigsaw's SoL for ages 12-13. (PSHE Association approved).

		people can have. They know what happens physically when individuals experience physical attraction. They know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children • What's in a relationship?: Students understand the positive aspects of having a girlfriend or boyfriend. Students can describe some of the behaviours you would expect to find in a healthy romantic relationship • Looks and smiles: Students understand the range of feelings associated with attraction. Students know where to get information to safely explore feelings about sexuality • Does watching pornography help people to understand relationships? Students know that pornographic images do not reflect reality. Students know how pornography can impact on expectations and self-image • Alcohol and Risk: Students can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex. They know what the law says in relation to sex and alcohol. They can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol	
Year 9	1	• Being 'Me' in a group: Students can identify differences between themselves and others in their social groups. They can explain how differences can be a source of conflict or a reason to celebrate. • Expectations and perceptions of relationships: Students understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. • Peer approval: Students can explain peer approval and how it can cause problems. They can describe what grooming is and give examples • Risks: Students can suggest links between risky behaviour choices and the influence of social groups. They know that I can accept or reject influences. • Consent: Students can explain the links between having a positive self-identity and healthy intimate relationships. They understand what consent means for me within my peer and intimate social groups. They know how to report abusive or coercive behaviour.	All resources are from Jigsaw's SoL for ages 13-14. (PSHE Association approved).

		• Equality: Students can give examples of different types of prejudice and discrimination. They can explain how the Equality Act has protected characteristics and why these are important. They can distinguish between 'banter' and sexist, LGBT-phobic and racist language. They know where to report bullying. They understand the legal consequences of bullying and hate crime • Bullying: Students understand that there are different types of bullying (verbal, physical, online). They know what to do if they encounter bullying. They can give examples of workplace bullying	
	3	• Power in relationships: Students can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship. Students understand the features of positive, stable, intimate relationships • Assertiveness and saying no: Students understand that they have a choice in many situations, including when they want to say no. They know and can use some assertiveness skills to help them manage a range of circumstances. They understand that consent is a vital feature of a sexual relationship. They know about sex and the law • Porn - is it real?: Students understand that pornography and some media images give a false impression of sex and sexual relationships. They can challenge stereotypical ideas of 'ideal' males and females. They know about sex and the law as applied to online and social media • Contraception: Students know about the different contraception methods available. They know that contraception is important for sexual health as well as preventing a pregnancy. They know that communication and negotiation about contraception use is important. They understand that information and facts are vital in making an informed choice about contraception if and when needed. They know how to access advice and information about sexual health. They know about sex and the law. • Consequences of unprotected sex: Students understand that there are consequences if they choose to have unprotected sex. They know about different sexually transmitted infections. They know about sexual health clinics and how to access help and support if I have unprotected sex. • Changing and Growing: Students can reflect on the changes that their body and brain have undergone	All resources are from Jigsaw's SoL for ages 13-14. (PSHE Association approved).

		since starting puberty. They can consider the changes yet to come and how to manage these. They know where to access support if worried about an aspect of change in my life.	
Year 10	1	• Power in relationships: Students can identify the misuse of power in relationships. They can give examples of the physical and mental consequences of misuse of power in relationships. They can list sources of support for individuals experiencing ill-treatment by others. • Relationships and goals: Students can describe the relationships in my life that will support me in reaching my goals. They can assess how respect and nurture the important relationships in their life. They can define what resilience is and identify both my areas of strength and where they need to keep working. • A healthy balance: Students can describe how balance supports mental and physical health. They can identify what to do to create more balance in life. They can explain the importance of connections in relation to healthy relationships.	All resources are from Jigsaw's SoL for ages 14-15. (PSHE Association approved).
	3	• Healthy long term relationships: Students can identify types of long-term relationships, including legal status. They can identify the important elements in long-term relationships. They can discuss what is required to sustain healthy long-term relationships and know appropriate vocabulary associated with long-term relationships. They can differentiate the elements present in different types of long-term relationships. • Love and loss: Students understand the relationship life-cycle. They understand the choices they have in relationships, including; ending a range of relationships, physical and non-physical relationship choices. They can explain how a range of relationships can be ended including romantic relationships. They understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this. They can list sources of help and support for when relationships end including bereavement and divorce, family separation • Healthy connections: Students understand the benefits of healthy relationships. They can discuss the physical and mental benefits of connectedness. They can assess the impact healthy relationships can have on children. They can evaluate their own role in a range of relationships and can critically	All resources are from Jigsaw's SoL for ages 14-15. (PSHE Association approved).

		evaluate the role of love in relationships. They can list strategies to cope with difficult relationships • Relationships - don't believe what you see: Students can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc. They can explain why rumour mongering might give a false impression of a relationship. They can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography • Better together?: Students can list the health benefits that positive relationships can provide. They understand the physical and mental impact of unhealthy relationships. They can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships. They understand how coercion can feature in a range of relationships. They can describe examples of legislation associated with coercion, exploitation and abuse in relationships. They know the support available when relationships are unsafe. • Stereotypes and exploring relationships: Students can discuss gender and stereotypes in relation to a range of romantic relationships. They can identify and understand the legislation relating to a range of relationships. They understand the risks associated with exploring relationships and sexuality. • Physical and emotional changes: Students can reflect on physical changes experienced so far and understand the relationship between physical change, self-esteem and emotional change. They understand the impact of family change and how it can affect future relationships and can list sources of help and support in relation to changes young people may have difficulty with	
Year 11	1	• Relationships and the law: Students can give examples of legislation that relates to sex and relationships and can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this. They know about the legal status of different relationships e.g. marriage, civil partnership, co-habitation. • Hygiene and health: Students aware of the steps I can take to keep healthy including self-examination. They understand the preventative steps that can be taken to reduce the chance of contracting STIs and have knowledge of the treatment available for STIs	All resources are from Jigsaw's SoL for ages 15-16. (PSHE Association approved).

		• Under pressure: Students understand the influences that inform decision making with regard to sexual relationships. They know some strategies to help manage sexual pressure and understand what consent is in relation to sexual relationships • Pregnancy and choice: Students understand the choices available in relation to contraception and pregnancy and know key facts about fertility and pregnancy. • Staying safe in sexual relationships: Students understand the range of risks to physical and mental health associated with unhealthy sexual relationship. They know some things I can do to avoid high risk situations in relation to sex.	
	3	• Intimate romantic relationships: Students know that an intimate relationship can move through different stages and how behaviour may change according to the stage. They can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships. They can tell you some of positive and negative connotations of sex and where these might come from. They can tell you about their own sexual relationships checklist and what they can do to protect my sexual and reproductive health now, and in the future. • Who holds all the cards?: Students can recognise when there is an imbalance of power within an intimate relationship. They can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate. They know how to recognise illegal behaviour within an intimate relationship, how and where to report it.	All resources are from Jigsaw's SoL for ages 15-16. (PSHE Association approved).
Weekly afternoon coaching sessions	3	• Protected characteristics: Students understand the laws around protected characteristics regarding same-sex relationships, marriage, civil partnerships and maternity leave. • Respect and kindness: Students understand the benefits of being kind, and the importance of being respectful to all. • Respecting your friends: Students can identify indicators of a positive versus negative friendship. Students will reflect on what kind of friend they are. • Respect during conflict: Students understand how their actions can impact their friendships, and what to do when they've fallen out with a friend. Students can identify what makes a good apology	Danny Wallace, 'Random Acts of Kindness' 'You can't know everything education' PSHE Association – Friendship and bullying

Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships, in all contexts including online, such as: • Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • Reconciliation and ending relationships, this includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

	• What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online, “sexting”, and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

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

The Curriculum for Science covers:

Key Stage 3:

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

Key stage 4:

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

- Genes and sex determination in humans.

Resources

Jigsaw: all resources for citizenship lessons are from Jigsaw's year group specific scheme of learning, tailored to be age appropriate according to the DFE's standards.

Appendix 2- Health Education Secondary Stage Curriculum and outcomes

Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g., anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

	• The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing adolescent body	• Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3 – Teaching Strategies including for Students with SEND

- 1 | The same lesson format each session: Jigsaw session with an accompanying booklet.
- 2 | Simple booklets with minimal writing tasks so that lessons can be mostly discussion-based, allowing staff to adapt to the needs of the class as they arise (or pre-empt) during lessons.
- 3 | Booklet structure also helps with metacognition: students have a simple layout in front of them to show what will be expected this lesson. Numbered activities are simple to follow.
- 4 | Use of videos within lessons, with simple questions to check for understanding.
- 5 | Use of active learning – standing up/moving around to vote and give opinions for example.
- 6 | Opportunities for think, pair, share.
- 7 | Simple True or False/key word match up activities to check for understanding of key words and key concepts to address any misconceptions or issues during the lesson.
- 8 | Explicit instruction – tasks are written on the presentation, verbally given by the teacher, and written in the booklets.
- 9 | Use of mindfulness clips at the start of the lesson: an opportunity for a sensory break for students as lesson begins, particularly important when lessons are more focused on content which could be considered sensitive.