

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

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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	Autumn 1	Developing goal setting, organisation skills and self-awareness: • self awareness through exploring their personal identity and identifying core values • how identity and values can support goal setting for the future • skills to support learning e.g. teamwork and organisation • about school rules and people who can help with transition • how to demonstrate respect in the school community	NCA – CEOP – Respecting me, you , us PSHE Association – NSPCC – Talk Relationships
	Autumn 2	Relationships and Communication: • rights, responsibilities and how to respect and advocate for them, including online • how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • about the importance of consent • about the relationship between personal boundaries and human rights • how to seek help for themselves or others, in relation to unwanted contact • how to safely access help for themselves or others if concerned about FGM or forced marriage	PSHE Association Brook Safer Schools
	Spring 1	Health and Well-being: • how to recognise, express and manage emotions to promote daily wellbeing • about influences on diet and exercise choices • how to make healthy and informed decisions about maintaining hygiene and dental health • about the importance of sleep and maintaining healthy sleep habits	PSHE Association
	Spring 2	• Puberty and Body Image: • ways to develop self-confidence and feelings of self-worth • about the impact of puberty on emotional wellbeing and self-concept, and ways to manage this	PSHE Association Dove body confidence Every Mind Matters

		- about the physical changes that occur during puberty, including periods and wet dreams - about menstrual wellbeing and strategies to manage it - how to manage influences on body satisfaction e.g. online media	
	Summer 1	Conflict resolution skills to make and maintain new friendships - how to empathise with, and show compassion for peers - to recognise loneliness and isolation, and strategies to include others - to communicate safely online - to recognise bullying in all its forms - strategies for challenging bullying, including online - how and where to communicate concerns about friendships and bullying, including online	PSHE Association
	Summer 2	First Aid how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol - skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco - about personal safety in increasingly independent contexts e.g. travel safety - how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries - to assess when to contact emergency services	St Johns Ambulance
Year 8	Autumn 1	Online Safety - that information online can be manipulated, misrepresented or fake - how to critically analyse different sources of information - how to assess the reliability of media sources and critique social media content - how to safely manage personal information online - strategies to maintain a positive presence online	Every Mind Matters BBFC making choices National Crime Agency Media Smart
	Autumn 2	Diversity and Equality about the importance of equality and diversity and how to celebrate these	Changing Faces NCA CEOP NSPCC PSHE Association

		• how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others • how to recognise and challenge stereotypes • the impact of stereotypes on perceptions of others • strategies to communicate concerns about, and challenge, prejudice and discrimination	
	Spring 1	Choices and Influences: how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use • about the laws relating to substances • strategies to manage influence in relation to substances • about contraception and how to access advice and support in relation to sexual health • how to balance time online with other activities • how to recognise and manage influences online	Medway Public Health Directorate Every Mind Matters University of Bristol – Educate PSHE Association
	Spring 2	Careers how to develop self-awareness by identifying personal and academic strengths and interests • to increase motivation by setting aspirational goals • about different careers and routes to employment • about employment trends and how they can inform decision-making • how to manage emotions relating to future employment and career choices	Barclays Life Skills Environment Agency
	Summer 1	Relationships about the features of healthy and unhealthy relationships, including online • how to maintain respectful relationships, including online • about sexual orientation, gender identity and diversity in sexual attraction • how to assertively communicate and negotiate boundaries in relationships • about the law relating to consent and how to seek, give, and not give consent • strategies to assess readiness for intimacy and manage pressure in relationships	PSHE Association Medway Public Health Directorate NSPCC Every Mind Matters

		• how to manage requests to share intimate images, including where, when and how to report concerns • skills and strategies to manage conflict • about sources of support and how to access them	
	Summer 1	Mental Health about the link between physical and mental wellbeing • about the importance of positive mental health and emotional wellbeing and how to maintain these • about attitudes towards mental health and how to challenge stigma and misconceptions • how to recognise and manage influences and make healthy, informed decisions about maintaining physical health • how to access appropriate support in relation to mental and physical health	PSHE Association Every Mind Matters
Year 9	Autumn 1	Careers GCSE Options to evaluate influences on, and sources of advice for GCSE options and careers • how to make informed decisions about GCSE options in relation to future goals • skills for enterprise and employability • laws and rights relating to young people's employment	PSHE Association AYPH
	Autumn 2	Developing self-confidence and risk management • how to manage difficulties and challenges in friendships • how to assertively communicate values and beliefs in challenging situations • strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime • to evaluate attitudes and social norms in relation to substance use • the risks and consequences of substance misuse • exit strategies in risky or dangerous situations and how to access support	Every Mind Matters Home office PSHE Association Act for Youth
	Spring 1	Mental Health • to build digital resilience for emotional wellbeing	Winston's Wish University of Exeter – The Rights Idea? Every Mind Matters

		• about maintaining mental health and emotional wellbeing, including healthy coping strategies • to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders • how to access help and support in relation to mental health and emotional wellbeing • to recognise new opportunities that change can bring • strategies for managing loss and change	
	Spring 2	Money Matters • how to recognise and manage the impact of the media and advertising on decision making, including online • about saving, borrowing and how to manage money • how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance-based transactions, including online • to identify common forms of fraud and online scams • how to access help in relation to gambling harms or fraud	Cifas Demos & GambleAware YGAM Bank of England National Crime Agency
	Summer 1	Relationships about the features of healthy, intimate relationships, including that they should be equitable and pleasurable • how to recognise healthy and unhealthy relationship behaviours • about stable, committed relationships and features of family life • about personal values and their influence on relationship expectations • about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • about the legal and moral responsibilities in relation to seeking consent • how to recognise factors that might affect capacity to consent	You Before Two Home office – Somethings not right Medway Public Health Directorate PHSE Association
	Summer 2	• Sexual Health and life saving how to make informed decisions about sexual health and access reliable advice and support • about sexually transmitted infections and how to reduce chances of transmission	Medway Public Health Directorate PSHE Association Brook St Johns Ambulance

		• how to choose and access contraception • about the consequences of unintended pregnancy and how to access appropriate support During this lesson students will be taught about using contraception as a form of pregnancy prevention. This piece of content is sex education. • about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer • to revisit and further develop first aid and life-saving skills	
Year 10	Autumn 1	Transition to KS4 and mental health • skills to improve adaptability and resilience during periods of change or transition and strategies to manage change • learning skills for key stage 4, e.g. organisation, time management and goal setting • about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies • strategies for managing common mental health concerns, including stress management techniques • about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety	PSHE Association Every Mind Matters
	Autumn 2	Relationships • about relationship expectations and how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • how to evaluate and manage the influence of pornography • how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to respond to harassment, including online, and violence; where to seek help	PSHE Association Every Mind Matters Medway Public Health Directorate

	Spring 1	Personal Safety including online and sexual intimacy • how to identify risky and emergency situations, including online; how and when to seek help • about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour • to consolidate first aid and life-saving skills • to evaluate and manage the opportunities and risks of establishing and conducting relationships online • how to behave legally, ethically and responsibly online, including in online aspects of relationships • how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences	Act for Youth British Heart Foundation PSHE Association
	Spring 2	Careers about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals	Environment Agency PSHE Association
	Summer 1	Family life and relationships how to make informed decisions about marriage and other long term commitments • about the unacceptability of forced marriage and how to safely seek help • to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • strategies to challenge discrimination and prejudice-based bullying in relation to any of	University of Exeter – The Rights Idea? PSHE Association – Belonging and community: addressing discrimination and extremism Medway Public Health Directorate – Relationships and Sex Education Google and ISD: Be Internet Citizens

		the protected characteristics of the Equality Act (2010) • how to manage the influence of gender and sexual norms and stereotyping • about the support available to people with protected characteristics and how to access advice and help for self or others • how personal data is generated, collected and shared and may be used with the aim of influencing decisions • how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this • about extremism, how to reduce the risks and where to seek help	NSPCC – Talk Relationships
	Summer 2	Preparation for work how to independently research and apply for work experience opportunities • about rights and responsibilities in the workplace, including in relation to health and safety • how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally • how to benefit from opportunities online for career development and manage potential challenges • positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer	PSHE Association Environment Agency
Year 11	Autumn 1	Money Management how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life • about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent settings, including online	Cifas Demos & GambleAware YGAM Bank of England National Crime Agency

	Autumn 2	Relationships how to communicate personal values in relationships - to recognise the importance of respect, pleasure and equity in intimate relationships - ways to effectively choose, negotiate and use contraception and maintain sexual health - about sexual health services, locally, nationally and online, and how to use and access them - how to manage relationship changes safely and respectfully - about relationship challenges, how to manage strong emotions and communicate effectively at such times	PSHE Association Every Mind Matters Medway Public Health Directorate
	Spring 1	Health and Wellbeing how to manage influences to make healthy lifestyle choices - how and why to maintain a healthy balance between time online and other activities - how to access health services with confidence, e.g. smoking cessation, dental and GP services - how to monitor health, e.g. through self-examination and using screening services - how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds - about blood, organ and stem cell donation and how to make informed decisions in relation to these	PSHE Association NHS Blood and Transplant
	Spring 2	Families and relationships about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents - how to identify and evaluate parenting skills and assess readiness for parenthood - to recognise that fertility changes over time and evaluate the implications of this - to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy - how to access appropriate advice and support in relation to pregnancy, including miscarriage - strategies to manage grief and loss, including bereavement and how to access support for self or others	PSHE Association Medway Public Health Directorate

		• how to show compassion and empathy for others who are experiencing challenging situations	
	Summer 1	Careers • how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures • how to make informed decisions about different education and career pathways • about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours • how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment • how to set realistic yet aspirational life goals	PSHE Association Environment Agency Every Mind Matters

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

- Seneca
- BBC Bitesize
- School written content inline with national curriculum which can be seen on the science curriculum mapping document.

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 | Strategies used to support learning including for students with SEND are:
- Guest speakers and workshops
 - Paired and group activities
 - Debates, verbal and silent
 - Videos with subtitles and written transcript that can be translated for students with EAL to support learning
 - Opportunities for small group work to support SEND learners
 - Quality adaptive teaching