



MAYVILLE HIGH SCHOOL

Founded in 1897

Relationships education and relationships and sex Education Policy

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1 Introduction

1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The School recognises that, to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

1.3 The School recognises an aim of this policy is to help to create a culture of safety, equality and protection.

2 Scope and application

2.1 This relationships education and relationships and sex education policy applies to the junior and secondary age phases of the School.

2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, March 2017);

3.1.3 Education and Skills Act 2008;

3.1.4 Education Act 2002;

3.1.5 Children Act 1989;

3.1.6 Equality Act 2010;

3.1.7 Children and Families Act 2014;

3.1.8 Children and Social Work Act 2017;

3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This policy has regard to the following guidance and advice:

3.2.1 it is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019, updated September 21);

3.2.2 Keeping children safe in education (DfE, September 2023) (KCSIE);

3.2.3 Working together to safeguard children: statutory guidance on inter-agency working

to safeguard and promote the welfare of children (DfE, July 2018);

3.2.4 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);

3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);

3.2.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);

3.2.7 Relationships education, relationships and sex education and health education FAQs (DfE, July 2020), the Government response to draft Relationships education and relationships and sex education (RSE) and health education guidance; and

3.2.8 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.

3.3 The following School policies, procedures, documents and resources material are relevant to this policy:

3.3.1 child protection and safeguarding policy and procedures (incl. child on child abuse)

3.3.2 behaviour, rewards and sanctions policy;

3.3.3 risk assessment policy

3.3.4 anti-bullying policy;

3.3.5 inclusion policy;

3.3.6 special education needs and disability (SEND) policy;

3.3.7 PSHE policy;

3.3.8 E-safety policy;

3.3.9 acceptable use policy;

3.3.10 curriculum policy;

4 Publication and availability

4.1 This policy is published on the School's website

4.2 This policy is available free of charge in hard copy on request from the Headteacher's PA

4.3 A copy of this policy is available for inspection from the main school office during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the Proprietor are references to the Board of Trustees.

5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

6.2 The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Headteacher and SMT	As required and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher and SMT	As required and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Headteacher and SMT	As required and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Headteacher and SMT	As required and at least annually
Formal annual review	Trustee Board	Annually

7 Definition of relationships education and relationships and sex education

7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics

of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

7.3 Sex education is not compulsory in primary schools. The Junior School science curriculum policy includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.

7.4 Curriculum content

7.5 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School scheme of work for PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

7.6 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.

7.7 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.

7.8 Child on child abuse, sexual violence & harassment

Courses taught will focus on child on child abuse and sexual violence. Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non- intimate), friendships and wider peer associations.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- **upskirting, which is a criminal offence**, typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Mayville's PSHE and RSE Curriculum – how we minimise child on child abuse

The school places huge value on the ways in which our PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) curriculums can empower our pupils to understand the difference between healthy and unhealthy relationships, therefore arming them with the skills to know what to do if they find themselves experiencing any form of abuse.

In line with the new statutory regulations for RSE, we have updated all of our PSHE schemes of work to raise awareness and provide education about relationships in all their forms (from familial to peer to romantic relationships).

Throughout pupils' time at Mayville, they will be taught relevant topics, in an age-appropriate manner, to enable them to make sound choices about relationships, as well as understand that they have a voice if they are faced with any unhealthy relationship.

The PSHE programme teaches the legislation governing **consent**. The programme trains pupils in anti-bullying strategies, defines the categories of abuse, addresses issues such as up-skirting, bra flicking, cyber-bullying etc. The school has an anti-bullying team in association with the Diana Award and we promote respect for all, well-being and tackle issues that arise through assemblies, dedicated days such as Respect for All Festival. There is a Diversity Group that promotes respect for disabilities, religions, LGBTQ and multi-cultural issues.

Specifically in relation to child on child abuse, in the Junior School the topics taught include:

Pre Prep (Y1/2)

- Understand that girls and boys like different things
- Show respect for others' likes and dislikes
- Explain the word 'consent'
- Explain that other people have rights for their own body

U2 / L3 (Y3/4)

- Similarities and differences in loving relationships
- Describe the different types of relationships that exist without prejudice
- Understand that they can choose what happens to their body and say which parts are 'private'

M3 / U3 (Y5/6)

- Features of a loving relationship
- Know how and where to get help if they are worried
- Define consent and autonomy

- Making choices about their body
- Understand that different people have different boundaries
- Understand the choices that they make about their bodies have consequences
- Challenge society's perception of the perfect body

Specifically in relation to child on child abuse, in the Senior School the topics taught include:

Rem / Y7

- Managing on- and off-line relationships
- Managing puberty and the issues of unwanted contact

LIV / Y8

- Online safety and digital literacy
- Introduction to sexuality and consent

UIV / Y9

- Peer pressure, assertiveness and risk
- Relationships and sex education including healthy relationships and consent
- Sexting

LV / Y10

- Tackling relationship myths and expectations
- Managing romantic relationship challenges

UV

- Personal values and assertive communication in relationships

8 Equality

8.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

8.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, transphobia, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

8.3 Students with special educational needs and disabilities (SEND): relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

8.4 Lesbian, Gay, Bisexual and Transgender (LGBTQ+): The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

8.5 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the schools to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

8.5.1 in the way it provides education for pupils;

8.5.2 in the way it provides pupils access to any benefit, facility or service; or

8.5.3 subjecting them to any other detriment.

8.6 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

9 Curriculum delivery

Junior School

The content of the relationships and sex education curriculum is delivered through the two curriculum areas of science and PSHE and is delivered in the following ways:

- through weekly science and PSHE lessons
- through stories, readings and speakers during assemblies
- through theme days

For the PSHE and science curriculum, see curriculum map at Appendix 1.

The sex education curriculum will still be offered in the summer term. This will be taught by class teachers along with the support of a school nurse, if more appropriate, in UKS2. Classes will have opportunities to learn and ask questions in mixed and single-sex groups. The school will regularly review the needs of individual pupils and make the necessary adaptations, when necessary, in order for all pupils to access the curriculum. The current Christopher Winter sex education scheme of work will be used and reviewed at the end of each academic year.

Senior school:

The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and RE and covers the statutory guidance issued by the Department for Education:

[Relationships and Sex Education Guidance \(DFE\)](#)

The content is delivered in the following ways:

Pastoral programme/PSHE curriculum:

- weekly timetabled lessons
- assemblies delivered by members of staff and / or external agencies
- PHSE days delivered by members of staff and / or external agencies
- talks and small group sessions delivered by expert external speakers
- all staff teaching sensitive topics can seek support and guidance from the Assistant Head (Pastoral) and Head of PSHE on delivery of these topics.
- teaching methods include: discussion-based activities and questions; ground rules set to create a safe and constructive space for thinking about challenging topics, for example: we will not laugh at other people; we will value all contributions and listen to other points of view, but we will not

accept any language designed to hurt others or which is discriminatory; we will take turns in speaking and signal when we have a point to make.

For full details of the PSHE curriculum, please see the curriculum map at Appendix 1.

Science curriculum:

- Dedicated science lessons in the senior school. Topics relating to relationship and sex education are taught through the biology curriculum.
- In KS3 (years 7, 8 & 9) all science teachers in the department teach across each of the 3 subjects biology, chemistry and physics.
- In KS4, (years 10 and 11), teachers deliver the GCSE curriculum in their specialist subject.
- Differentiation is embedded throughout the curriculum and lessons and pupils are set in science so that they are studying at the right level and pace for their needs.
- Class sizes are small and pupils with SEND receive support and differentiated work from their teachers. Some pupils will also gain additional support through timetabled study sessions and one to one lessons in the school's DLEU.

For full details of the science curriculum, please see the curriculum map at Appendix 1.

RE curriculum:

- Dedicated RE lessons in the senior school, delivered by a specialist teacher.
- Differentiation is embedded throughout the curriculum and lessons.
- In KS3, all pupils have one lesson per week of Religious Education which covers moral and ethical issues relating to human interactions on both an individual as well as societal level.
- Pupils are in mixed teaching groups for RE and differentiation is achieved through scaffolded tasks for those with SEND, while AG&T pupils are given extension and challenge tasks. Small class sizes ensure that the teacher is familiar with all pupils' current ability and attainment levels and questions are posed at the right level for each individual, to stretch and challenge their thinking.

For full details of the RE curriculum, please see the curriculum map at Appendix 1.

10 Pupil questions

10.1 The School appreciates that pupils may ask their teachers or other adult questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

11 Safeguarding, reports of abuse and confidentiality

11.1 The School will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.

11.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection issue is raised.

11.3 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.

11.4 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

12 Parents' and carers' participation

12.1.1 teaching their children about relationships and sex;

12.1.2 maintaining the culture and ethos of the family;

12.1.3 helping their children cope with the emotional and physical aspects of growing up;

12.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

12.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.

12.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. Appendix 1.

12.4 Parents and carers of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

12.5 Following a request to withdraw in relation to a secondary age child, the Head or appropriate senior member of staff as determined by the Head will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.

12.6 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.

12.7 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

12.8 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

13 Consultation

13.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils and the School community.

14 Training

14.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

14.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role.

14.3 The School maintains written records of all staff training

15 Record keeping

15.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

15.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the school child protection policy.

15.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

16 Monitoring, evaluation and review

16.1 The Head of PSHEE, the Head of science, and any other relevant subject leaders will ensure that:

16.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

16.1.2 The School has the same high expectations of the quality of pupils' work in RSE as for all other curriculum areas. Regular feedback is provided on pupils' progress, and teaching is assessed and assessments used to identify where pupils need extra support or intervention, with progress being captured through tests, written assignments or self-evaluations;

16.1.3 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

16.1.4 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

16.1.5 any review of the programme includes an opportunity for the views of parents to be considered;

16.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

17 Version control

Date of adoption of this policy	September 2021
Date of last review of this policy	September 2023
Date for next review of this policy	September 2024
Policy owner	Head
Policy owner (Proprietor)	Trustee Board

Appendix 1

Relationship Education and Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas.

Year group	Science	PSHE	Other e.g. Citizenship, Philosophy Education and Religion
Year 1		Unit: TEAM lessons 1,2,3,4 and 6 Aspirations, careers and goal setting Unit: It's my body lesson 1 Bullying, positive mind set and kindness Unit: Britain lessons 2,4,5 and 6 Neighbourhoods, communities, diversity and respect Unit: Be Yourself lesson 4 and 5 Self-esteem and emotions Unit: Aiming High lesson 4 Healthy lifestyles	
Year 2	Unit: Animals Including Humans lessons 1-6 How humans change as they grow up Looking at the basic needs of humans, such as a healthy diet, exercise and good hygiene	Unit: VIPs lessons 1 - 6 Recognising special people in families and our relationships with them Unit: Safety First lesson 5 Personal safety, online safety and underwear rule Unit: Respecting Rights lessons 1 - 5 Human rights Unit: Growing up lesson 2 and 3 Growing up, keeping safe and consent Unit: Think Positive lessons 2, 4 and 5 Gratitude, mindfulness and self-regulation Unit: One World lessons 1-6 Different cultures, looking after the environment	

<p>Year 3</p>	<p>Unit: Animals Including Humans lessons 1-2</p> <p>The need for good nutrition and healthy diet</p>	<p>Unit: TEAM lesson 2-6</p> <p>Co-operation, conflict and teamwork</p> <p>Unit: It's my body lesson 1</p> <p>Body, health and rights. Importance of regular exercise</p> <p>Unit: Britain lesson 4</p> <p>British Values</p> <p>Unit: Be Yourself lessons 4- 6</p> <p>Self-esteem, emotions and conflict resolution. Relationships at home</p> <p>Unit: Aiming High lesson 5</p> <p>Jobs and career paths</p>	
<p>Year 4</p>		<p>Unit: VIPs lessons 1 - 6</p> <p>Making friends, falling out and bullying</p> <p>Unit: Safety First lesson 3</p> <p>Online safety, road safety, dangers and assessing dangers</p> <p>Unit: Respecting Rights lessons 5 and 6</p> <p>Human rights</p> <p>Unit: Growing up lesson 5</p> <p>Changing bodies and reproduction</p> <p>Unit: One World lessons 1-2</p> <p>Inequality and climate change</p>	
<p>Year 5</p>	<p>Unit: Animals Including Humans lessons 1-6</p> <p>How babies grow and develop</p> <p>The stages of human development</p> <p>The main changes during puberty</p>	<p>Unit: TEAM lesson 2-6</p> <p>Behaviour and compromise</p> <p>Unit: It's my body lesson 1 and 5</p> <p>Body image, sleep, personal hygiene</p> <p>Unit: Be Yourself lessons 3 and 5</p> <p>Dealing with uncomfortable situations</p> <p>Unit: Aiming High lesson 4 and 5</p> <p>Aspirations, equality and careers</p>	

<p>Year 6</p>	<p>Unit: Animals Including Humans lessons 4-6</p> <p>The effects of drugs and alcohol</p> <p>The importance of exercise and a healthy diet</p>	<p>Unit: VIPs lessons 1 - 6</p> <p>Peer pressure, conflict and managing dares</p> <p>Unit: Safety First lessons 2, 3 and 6</p> <p>What to do in an emergency and unsafe situations</p> <p>Unit: Respecting Rights lessons 3 - 6</p> <p>Human rights</p> <p>Unit: Growing up lesson 3, 4 and 5</p> <p>Body image, puberty, laws around sex, reproduction and contraception</p> <p>Unit: Think Positive lessons 5</p> <p>Resilience and self-regulation</p>	
<p>Year 7</p>	<p>Class-based lessons:</p> <ul style="list-style-type: none"> • Adolescence and puberty • Human reproductive systems • Intercourse, fertilization and implantation • Development of a foetus • The menstrual cycle 	<p>Class-based lessons:</p> <ul style="list-style-type: none"> • Transition, including feelings and friendships • Friendships, relationships, gender and self esteem • Diversity, prejudice and bullying (including cyber- bullying) • Managing puberty, issues of unwanted contact, FGM • Exploring family life <p>Assemblies:</p> <ul style="list-style-type: none"> • Standalone key topics <p>Visitor programme:</p> <ul style="list-style-type: none"> • Day programme of rolling carousel of activities 	<p>RE:</p> <ul style="list-style-type: none"> • Remembrance: should we remember those who had been our enemies? • Slavers • Religious persecution (global) • The value of each individual: the good Samaritan <p>ICT:</p> <ul style="list-style-type: none"> • E-safety, Security and Ethics • Privacy Rules • Cyberbullying • Private Today, Public Tomorrow

Year 8		<ul style="list-style-type: none"> • Communities - rights and responsibilities in the community, age and disability discrimination • Racism, religious discrimination, human rights • Online safety. Including sexting • Mental health and wellbeing, body image • Managing change and loss • Introduction to gender identity, sexuality, consent, contraception <p>Assemblies:</p> <ul style="list-style-type: none"> • Standalone key topics <p>Visitor programme:</p> <ul style="list-style-type: none"> • Day programme of rolling carousel of activities 	<p>RE:</p> <ul style="list-style-type: none"> • The study of different religious communities • Different perspectives <p>ICT:</p> <ul style="list-style-type: none"> • Cybercrime • Network security • Social media
Year 9		<ul style="list-style-type: none"> • Managing peer pressure, unsafe social groups • Conflict at home and the dangers of running away • Homophobia, transphobia and sexism • Relationships and sex education - healthy relationships and consent • The risks of STIs, sexting and pornography • Families and parenting <p>Assemblies:</p> <ul style="list-style-type: none"> • Standalone key topics <p>Visitor programme:</p> <ul style="list-style-type: none"> • Day programme of rolling carousel of activities 	<p>RE: Ethical issues, including:</p> <ul style="list-style-type: none"> • The sanctity of life (abortion and euthanasia) • Human rights. How do we create a fair/ unfair world? • Racial inequality • Genocide • Personal responsibility and moral choices <p>ICT:</p> <ul style="list-style-type: none"> • Acceptable conduct when using the Internet • Know how to work safely and securely when using IT • Identify how to keep information secure • Identify how to be safe online

<p>Year 10</p>	<ul style="list-style-type: none"> • Human reproduction • Hormones and the menstrual cycle • The artificial control of fertility • Infertility treatments 	<ul style="list-style-type: none"> • Mental health and tackling stigma • Relationship myths and expectations • Romantic relationship challenges - including break ups • Role models • Extremism and radicalisation • Managing change, grief and bereavement <p>Assemblies:</p> <ul style="list-style-type: none"> • Standalone key topics <p>Visitor programme:</p> <ul style="list-style-type: none"> • Day programme of rolling carousel of activities 	
<p>Year 11</p>		<ul style="list-style-type: none"> • Personal values and assertive communication in relationships • Domestic abuse • Forced marriages • Human rights and community cohesion • Different families and parenting • Pregnancy and abortion; fertility • Contraception and sexual health <p>Assemblies:</p> <ul style="list-style-type: none"> • Standalone key topics <p>Visitor programme:</p> <ul style="list-style-type: none"> • Day programme of rolling carousel of activities 	<p>PE: Health-related topics:</p> <ul style="list-style-type: none"> • Balanced diet • Active lifestyle • Body shapes/types

Appendix 2

Parents' consultation

General principles

Teaching about relationships is nothing new for schools – in this School relationships education is already covered through PSHE education, an established curriculum subject.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School.

Appendix 3

Resources

The Department of Education has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources are also helpful:

- DfE advice for schools: [teaching online safety in schools](#);
- UK Council for Internet Safety (UKCIS)¹ guidance: [Education for a connected world](#);
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#);
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: [Thinkuknow](#);
- Public Health England: [Rise Above](#).

¹ UK Council for Internet Safety Education subgroup is made up of sector experts who collaborate to produce advice and guidance to support schools and colleges keep their children safe online.