



Gateacre School

RSHE Policy 2024

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1. Aims

At Gateacre School, we understand the importance of educating pupils about relationships, sex and their health in order for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects.

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

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

This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As a school we are required to comply with relevant requirements of the [Equality Act 2010](#). Chapter 1 of Part 6 of the Act applies to schools. The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. This means that as a school we are free to include a full range of issues, ideas and materials in the curriculum. Schools are not required to equally weight all of the protected characteristics within the curriculum.

The [Public Sector Equality Duty](#) (as set out in section 149 of the Equality Act 2010) requires all public authorities (including state-funded schools) in the exercise of their function, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Relevant protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex and sexual orientation

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

3. Policy development

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

1. Review – A working party of staff members including members of the SLT and the PHSE team collected relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. For the purpose of this policy, “health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

5. Curriculum

Our curriculum ensures that every student is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships). Our wider Personal Development curriculum is set out as per Appendix 1. This curriculum indicates the topics covered by each Year Group across all years of their education with us at Gateacre School. We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. Any safeguarding concerns will be reported following the usual school procedures.

6. Delivery of RSHE

RSE is taught mainly within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Online safety is also taught within the Computing curriculum. Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Health Education is taught within the Personal development PSHE programme, Active Lifestyles curriculum with aspects also delivered in the Food Technology curriculum and in Computing lessons. Within the Personal Development lessons learning is kept safe using ground rules, learning is depersonalised and teachers will respond to questions in an appropriate manner. Resources used will be age appropriate. Across all Key Stages, our students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks

- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Relationships and Sex Education (RSE) focuses on providing young people with the information and the skills and attitudes they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

Health Education focuses on giving young people the information and skills and attitudes that they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Content delivered includes

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs , alcohol and tobacco
- Health and prevention
- Basic First aid
- Changing adolescent body

For more information about our RSHE curriculum, see Appendices 1 and 2 and 3

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for and delegates through the Assistant Headteacher

- › The overall implementation of this policy
- › Ensuring that RSHE is taught consistently across the school
- › Ensuring all staff are suitably trained to deliver the subjects
- › Ensuring parents are suitably informed of this policy
- › Managing requests to withdraw pupils from non-statutory components of RSE (see section 8).
- › Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- › Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- › Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- › Reviewing this policy on an annual basis
- › Reporting to the Governors on the effectiveness of this policy and the curriculum

7.3 The Assistant Headteacher with responsibility for Personal Development

The Assistant Headteacher with responsibility for Personal Development is responsible for

- › The production and implementation of this policy
 - › Reporting to the Link Governor for RSE and Careers Information Advice and Guidance
 - › Reporting to the Headteacher
 - › Liaising with the SENCO
 - › Liaising with The Assistant Headteacher Attendance and Behaviour (DSL)
 - › Liaising with the Assistant Headteacher with Responsibility for Sixth Form
 - › Planning the delivery of the RSE and Health Education
 - › Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
 - › Ensuring the curriculum is age-appropriate and of high-quality.
 - › Reviewing changes to the RSE and health education curriculum and advising on their implementation.
 - › Overseeing the monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
 - › Ensuring the continuity and progression between each year group.
 - › Helping to develop colleagues' expertise in the subject.
 - › Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
 - › Ensuring the school meets its statutory requirements in relation to RSE and health education.
 - › Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
 - › Organising, providing and monitoring CPD opportunities in the subject.
 - › Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

7.4. Pastoral Leaders are responsible for

- Acting in accordance with, and promoting, this policy
- Monitoring Academic Tutor staff and teaching staff delivering RSE and health education to their students in their year group
- Delivering training through pastoral meetings
- Providing evidence of monitoring
- Ensuring that pastoral staff are prepared to deliver sessions

7.5 Teaching Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and answer all questions in an appropriate manner
- Ensuring that they do not reinforce harmful stereotypes
- Ensuring that any resources that are used for teaching are age appropriate
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the Assistant Headteacher with responsibility for Personal Development about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the Assistant Headteacher with responsibility for RSE and health education
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Assistant Headteacher.

7.8. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Ensuring that appropriate support is available to individual students
- Coordinating support within RSHE lessons to specific groups
- Coordinating support outside of lessons for specific groups
- Coordinating training sessions to the inclusion team

7.9 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All students have equal access to the RSE programme, as all students need to access the same information and learning. Teaching and approaches are differentiated and SEND students will be provided with support and differentiated resources as appropriate which will ensure that the RSHE programme is accessible to them. Teachers promote diversity and inclusion taking into account ability, age, readiness and cultural backgrounds, and learning is adjusted to enable all pupils to access the learning.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action after meeting with parents. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Regular opportunities to refresh their knowledge will also be provided through Top-Up Teaching sessions. Staff should speak to their Year Head or directly to Mrs Boyd about any training needs they have regarding the teaching of RSE. Year Heads should liaise with the Assistant Headteacher Personal Development. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Joanne Boyd Assistant Headteacher Personal Development through:

- Quality assurance monitoring procedures (via pastoral leaders)
- Learning walks pastoral leaders
- Learning walks Director Teaching and Learning
- Learning walks SLT
- Book Looks
- Student Voice
- Staff voice

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

This policy will be reviewed by Joanne Boyd (Assistant Headteacher) on an annual basis. At every review, the policy will be approved by the governing body, Stephen Atkinson (Link Governor for RSHE and CEIAG) and Phil Lloyd Interim Headteacher.

Appendix 1: Relationships and Sex Education Expectations

By the end of secondary, pupils will need to know:

Topic	Pupils Should Know
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, 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
<p>Online and media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online

Being safe	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Health Education Expectations

By the end of secondary, pupils will need to know:

Topic	Pupils Should Know
Mental wellbeing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 or 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	<ul style="list-style-type: none"> • 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 and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health) • About the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their 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 risk to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs (including bacteria and 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 • In 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	<ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR (best taught after 12 years old) • The purpose of defibrillators and when one might be needed
Changing adolescent bodies	<ul style="list-style-type: none"> • 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: RSHE Plan

SUBJECT	YEAR	HALF TERM ONE	HALF TERM TWO	HALF TERM THREE	HALF TERM FOUR	HALF TERM FIVE	HALF TERM SIX
PSHE	7	<p>Managing changes to secondary school</p> <ul style="list-style-type: none"> Thriving in secondary school Goal Setting Keeping Well Managing change Feelings and worries Self-esteem and confidence Positive attention 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> What do we mean to be healthy Diet and exercise Maintaining physical Health Things that support our health Where to go for help Personal Hygiene Dental Health 	<p>Relationships and Health</p> <p>Puberty and emotional changes</p> <p>Menstrual wellbeing</p> <p>Healthy and Unhealthy Relationships</p> <p>Managing conflict</p> <p>Introduction to consent</p>	<p>Resilience and being safe</p> <p>What is risk</p> <p>How to manage risky situations</p> <p>Being assertive</p> <p>Positive relationships and friendships</p> <p>Bullying and cyberbullying</p> <p>Bullying and the bystander effect</p>	<p>Being Safe</p> <ul style="list-style-type: none"> Not just Flirting /Just a Joke Gambling Gangs and Knife Crime Sharing Information online Discrimination Cyberfirst protect personal informayion Cybercrime Manage devices and accounts 	<p>Health First Aid</p> <p>First Aid Basic Life support</p> <p>First Aid - Bleeding</p> <p>Living in The Wider World – Careers Step up Programme</p> <p>Living in The Wider World – Finance</p> <ul style="list-style-type: none"> How do we use money? What's the best way to pay for things? Borrowing money How to budget Spending and Saving
	8	<p>Emotional Wellbeing and Mental Health</p> <ul style="list-style-type: none"> Attitudes to mental health Promoting emotional wellbeing Mental health resilience Unhealthy coping strategies Healthy coping strategies Sleep and mental health 	<p>Emotional Wellbeing and Mental Health</p> <ul style="list-style-type: none"> Crossing the line – just send it – sexting Crossing the line – peer pressure Crossing the line self esteem Body Image Appearance ideals Media Messages Confront comparisons 	<p>Drugs Education</p> <ul style="list-style-type: none"> Understanding drugs Tobacco and influences Alcohol and risk Alcohol Effects Smoking 	<p>Relationships</p> <ul style="list-style-type: none"> Relationship values Influences ion relationship expectations Sexual orientation and identity Consent – voiding assumptions Introduction to contraception Being Safe FGM 	<p>Relationships and Parenting</p> <p>Parenting</p> <p>Parenting roles</p> <p>Healthy relationships</p> <p>Online and offline relationships</p> <p>Relationship abuse</p> <p>Getting support</p>	<p>First Aid</p> <p>CPR</p> <p>Asthma and allergies</p> <p>First Aid Project</p>
	9	<ul style="list-style-type: none"> Online Safety Thinking critically about what you see online Propaganda - content designed to persuade Can you trust everyone who contacts you online Digital resilience Online pressure and how to respond Impact of social media Social Media and wellbeing (Public Health England) 	<ul style="list-style-type: none"> Online Safety Toolkit - Social media and online friends Online Safety Toolkit - Social media and online friends Online Safety Toolkit - Sharing photos/videos Online Safety Toolkit - Sharing photos/videos Online safety toolkit Gaming Online safety toolkit Gaming 	<ul style="list-style-type: none"> Drugs Education Exploring attitudes towards drugs Drugs and the law Drugs and their effects Managing influence Gangs and Knife Crime 	<ul style="list-style-type: none"> Relationships Communication Skills in relationships - being assertive respectful relationship behaviours freedom and capacity to consent sexual health contraception Managing the end of a relationships 	<ul style="list-style-type: none"> Healthy relationships sexualised media stereotypes Safer online relationships Online pornography Sexual harassment Body image and the media 	<p>Health</p> <ul style="list-style-type: none"> First Aid basic life support CPR Bleeding Head injuries Choking

10	<ul style="list-style-type: none"> Transition to KS4 Dealing with change The importance of sleep Mental health new challenges Reframe negative thinking Mental ill health Promoting emotional wellbeing 	<ul style="list-style-type: none"> Relationships and family life Different types of relationships Relationship definitions Marriage and cohabiting Family life 1 Long term commitments Family life 2 legal status of marriage Consent and capacity to 	<ul style="list-style-type: none"> The role of intimacy and pleasure The impact of pornography Pressure , persuasion and coercion Managing relationship conflict and break ups Addressing relationship abuse 	<ul style="list-style-type: none"> Conflict Sexual health fertility Pregnancy Pregnancy choices <p>PREVENT Going too far programme</p>	<ul style="list-style-type: none"> Substance abuse assessing risk Substance use managing influence Support and help Understanding gambling Resilience towards gambling Recognising problem gambling 	<ul style="list-style-type: none"> First Aid CPR Bleeding Chest Pain Chest and muscle injuries
11	<p>Emotional wellbeing Lifestyles and wellbeing Influences on lifestyle decisions Facing challenges Exam stress Worrying</p>	<ul style="list-style-type: none"> Relationships – rights trust values Communication and readiness Unhealthy relationships Signposting for support Financial risk and security Insure against risk Saving and insurance Financial Fraud Type of Fraud – Money mules CV Cover Letters Interview practice and questions Social attitudes to sending nudes Recognising online sexual harassment Responding to online sexual harassment Reporting online sexual harassment reporting 	<ul style="list-style-type: none"> Assembly Programme British Values Mental Health Safer Internet Day 	<p>Living in the wider world Personal Finance – Transition to work</p> <ul style="list-style-type: none"> Payslips Budgeting Consumer rights <p>Assembly programme Equality Aspiration - Female Role Models</p>	<ul style="list-style-type: none"> Coping with exam stress Transition Revision and exam support <p>Assembly Programme Resilience Managing stress Confidence</p>	
12	<p>Transition Thriving in sixth form Wellbeing Health for life The importance Being active Nutrition and healthy Eating Wellbeing how to recharge Healthy Behaviours – Sixth form survival guide</p>	<p>Exploring options Paving the way Researching routes Skills for employment CV development Aspiration Reflection</p>	<p>Living in the Wider World</p> <p>Employability Skills Work experience preparation work place behaviours Work experience planning Work experience Week Work experience reflection and review</p>	<p>Relationships Relationships Myths and ideals / Successful relationships Responsibilities in relationships - Consent and the law Communicating wants and needs Unwanted ,inappropriate and Illegal behaviours</p> <p>Future Focus Week</p>	<p>Relationships - Families routes to parenting Modern families Routes to pregnancy Pregnancy outcomes Pregnancy choices</p>	<p>Prevent Going too Far Believe it or not Extremism PREVENT – British Values PREVENT LASI Prevent Extreme Right Wing</p> <p>Living in the Wider World</p> <p>Transition - options after Gateacre University / Apprenticeships UCAS Personal Statements</p>

	13	Health and Wellbeing Managing transition into year 13 thriving in sixth form Managing risks and influences Exploring consequences Exploring the teenage brain Sleep Managing stress Conversations about mental health	Health and wellbeing Boosting mood First Aid Basic Life Saving Living independently The cost of living independently Saving for your future	Borrowing for your future Budgeting Getting into savings habit Bills Payslips and contributions	Bank Accounts Renting and insurance Credit scores , scams and id theft Diversity in the work place Equality Act 2010 Rights and work	Relationships Managing relationship conflict and break ups Addressing relationship abuse Sexual harassment Diversity and Inclusion Understanding and preventing extremism Community and faith	
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Appendix 4: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY PARENTS

Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.