



# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**Last Review Date:**      **October 2023**

**Policy Owner:**          **P Rich**

**Approved by:**          **Dr E Waites (Safeguarding Governor)**

**Next Review Date:**      **October 2024**

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### **1. Aims**

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

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

### **2. Statutory requirements**

Today's children and young people are growing up in an increasingly complex world. To embrace the challenges of creating a happy and successful adult life, students need

knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, as well as strategies for building self-efficacy. They will need to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

In response to this, the Government made compulsory, from September 2020:

- Relationships Education for all students receiving **primary** education (there is no parental right to withdraw students)
- Relationships and Sex Education (RSE) compulsory for all students receiving **secondary** education (subject to a limited parental right to withdraw students from the Sex Education components up to three terms before the child turns 16. Parents will not, however, be able to withdraw their child from any aspect of Relationships Education or Health Education).

The Government have also made Health Education compulsory in all schools except independent schools - the exemption due to the fact that Personal, Social, Health and Economic Education (PSHE) is already compulsory in independent schools.

At Canbury, the Sex Education component is one small part of a much wider Personal, Social, Health and Economic (PSHE) programme. The mandatory delivery of Relationships Education and Relationships and Sex Education (RSE), from 2020, enhances our provision and helps support young people to develop resilience; to know how and when to ask for help; and to know where to access support.

### **3. Policy development**

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

1. Review – Deputy Head Pastoral pulled together all relevant information, including relevant national and local guidance
2. Staff consultation – all school staff given the opportunity to look at the policy and make recommendations
3. Students, parent/family, stakeholder consultation – students, parents/families and any interested parties given the opportunity to look at the policy and share feedback
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Definition**

RSE is about the emotional, social and cultural development of students, 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.

### **5. Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

From time to time students may also receive stand-alone sex education sessions delivered by a trained health professional in Key Stage 4 and 5

RSE focuses on giving young people the information 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

For more information about the content of our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **7. Equality and Inclusion**

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Give careful consideration to the level of differentiation needed

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes, take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

The teaching of relationships and sex education emphasises the need for understanding of a variety of relationships and encourages respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

We aim to teach Relationships Education and Relationships & Sex Education in an age and developmentally appropriate way, taking account of the age of students and their learning abilities. However, statutory guidance makes clear the expectation that children of secondary school age should know about the protected characteristics and accordingly understand the ways that people can be different and respect people who are different in those ways.

## **8. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## **9. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of

democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 10. Roles and responsibilities

### 10.1 The governing board

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

### **10.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSE .

### **10.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Teaching Staff 2023 to 2024

Year 7, 8 and 9 PSHE and - Mrs Eynon (Head of Key Stage 3)

Year 10 and 11 PSHE - Mr Barnes

Year 12 & Year 13 PSHE - Mr Hussain (Head of Key Stage 5)

Year 7 and Year 8 Wellbeing – Miss Chorazyczewska (Mental Health Lead)

### **8.4 Students**

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

### **9. Parents' right to withdraw**

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

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

### **10. Training**

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

We may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Pastoral Lead and Acting Head through:

- Learning walks
- Yearly review meetings
- Book scrutiny
- Staff meetings
- Heads of Year meetings

Students' development in RSE is monitored by class teachers as part of our internal assessment systems and also through the use of anonymous questionnaires.

This policy will be reviewed by Mrs Rich (Acting Head) annually.

## Appendix 1: Curriculum map

The following table highlights when and what element of relationships and sex education is taught within Canbury School's curriculum. These lessons are most often covered in PSHE and Science lessons. The table does not detail the full PSHE or Science curriculum, just the elements that link to relationships and sex education. We also may at times decide to cover additional topics if we observe that there is a need or trend in a particular year group that has been identified.

### Year 7

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider	Parental right to withdraw
Autumn Term			
How will we work together?	be able to describe what the values of PSHE are, and how to keep within them have produced a Group Agreement to maintain a safe, positive working environment	Hodder	NO
Starting in secondary school	Be able to manage the challenges of moving to a new school Know where to go in the school for support Be able to identify, express and manage their emotions in a healthy way Making new friends and understanding our differences Understand that people's brains function differently which leads to differences in behaviour. This is called neurodiversity.	Life Lessons	NO
Making new friends	understand how to make new friends and understand our differences understand that people's brains function differently which leads to differences in behaviour	Life Lessons	NO



Evaluating influence	<p>To know how to distinguish between healthy and unhealthy friendships</p> <p>Compare how friends can influence one another positively and negatively</p> <p>To know how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>To understand that there are many factors that influence people's decisions about behaviour, some of which are out of their control</p>	Life Lessons	NO
Online Privacy	<p>The most appropriate actions to take in protecting their personal information, and will begin to develop strategies to keep themselves safe.</p> <p>The possible consequences of not making the most appropriate choice when deciding what personal information they should post online.</p>	Ceop / Think u Know	NO
How do we manage risky situations?	<p>To enable pupils to:</p> <p>consider risk in both positive and negative terms</p> <p>learn that individuals need to manage risk to themselves and others in a range of situations</p> <p>develop the confidence to try face challenges</p> <p>safety</p> <p>assess elements of risk.</p> <p>Pupils will:</p> <p>learn how to respond in risky situations</p> <p>recognise some ways to keep safe.</p>	Hodder	NO
Spring Term			
What is a community?	<p>Identify what communities you are part of and how the feeling of belonging contributes to wellbeing</p> <p>How to demonstrate respect in the school community</p>	Hodder	NO
Exploring Identities and similarities	<p>Self-awareness through exploring your personal identity</p> <p>To identify core values be able to share parts of your identity shared with another person in order to establish a relationship, including online e.g. background, hobbies, likes/dislikes</p> <p>Staying safe online</p>	Life Lessons	NO
Exploring identities and differences	<p>Develop an awareness of how gender, race, religion, disability, sexual orientation shape their identity and their core values</p> <p>Develop an awareness of stereotyping, prejudice</p>	Life Lessons	NO

	and discrimination and ways to challenge		
Identifying and understanding bullying	describe why harassing or bullying others is hurtful and disrespectful develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others recognise all kinds of bullying including the difference between banter and bullying	Life Lessons	NO
Challenging bullying - the bystander effect	describe why harassing or bullying others is hurtful and disrespectful develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others recognise all kinds of bullying including the difference between banter and bullying practice strategies for challenging bullying, including online know how and where to communicate concerns about friendships and bullying, including online	Life Lessons	NO
Peer Pressure	Students can define peer pressure and give examples of how it can happen online Students can consider how a good friend should behave and assess if they are a good friend online Students can give advice to others about how to resist peer pressure online and offline	Child Net	NO
Summer Term			
Bodily changes through puberty	Appreciate the importance of personal hygiene Distinguish between puberty and adolescence Assess and categorise examples of the different changes that occur during adolescence Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty Reflect on relationship with changing body parts, hair and skin	Life Lessons	NO
Introduction to Periods	consider menstrual well-being and strategies to manage it recall how gender inequality can contribute to feelings of shame and fear during menstruation recognise that it is important for all people who menstruate to have access to period products, clean water and private toilet facilities during their menstruation	Life Lessons	NO
Developing sexual awareness	To understand how boys and girls become more aware of their responses to sexual attraction and stimulation	Life Lessons	<b>YES</b>

	<p>To understand what masturbation is and why people engage in masturbation</p> <p>To consider how puberty helps us to recognise whether we experience sexual attraction and who that might be</p>		
Developing sexuality	<p>Describe sexual arousal and what might happen during it</p> <p>Consider how puberty helps us to recognise whether we experience sexual attraction and who that might be</p> <p>Acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty</p> <p>Explain that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation</p> <p>Describe asexuality, abstinence and celibacy</p>	Life Lessons	<b>YES</b>
Privacy and consent	<p>Develop an understanding of consent, boundaries and privacy</p> <p>Understand that everyone has a right to privacy and bodily autonomy</p> <p>Apply this to real-life situations online and offline</p> <p>describe the relationship between personal boundaries and human rights</p> <p>Define unwanted sexual attention</p> <p>recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one's own body</p> <p>communicate assertively to maintain privacy and counter unwanted sexual attention</p>	Life Lessons	NO
Sexual reproduction and sex is covered within the Science/Biology Yr7 curriculum around this point			
How do I work best with others?	<p>To enable pupils to:</p> <p>explore the multiple roles and responsibilities people have in society</p> <p>consider how positive relationships and contributing to groups, teams and communities is important.</p> <p>Pupils will:</p> <p>know that people have multiple roles and responsibilities in society</p> <p>think about how different roles help to make a group successful</p> <p>understand why positive relationships are helpful when working in groups.</p>	Hodder	NO

How can we improve our communication skills?	To enable pupils to: learn about and use effective listening skills practise speaking and listening with others explore ways in which good listening skills can help themselves and others. Pupils will: identify good listening skills demonstrate effective speaking and listening with others identify ways that good listening can help them and other people.	Hodder	NO
What do I want and how do I get it?	Explore the social skills needed to build and maintain a range of positive relationships develop knowledge and skills needed for setting realistic targets and personal goals. identify the positive things they want in the future create steps to help them achieve their goals know how to turn steps into targets.	Hodder	NO

### Year 8

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider	Parental right to withdraw
Autumn Term			
First Aid x 1	Develop and share their ideas around 'helping others' Explore and analyse the bystander effect. Explore qualities that enable people to help others. Recognise and connect the sign(s) of someone in need of first aid with the key action.	Red Cross	No
Risking on purpose	To enable pupils to: consider risk as a positive as well as a negative experience apply this learning to other people's situations and their own situations think about balancing personal choice with safety.  Pupils will: learn about 'risking on purpose' practise assessing and managing risk think about balancing 'health and safety' with personal choices.	Hodder	No
How can we value each other?	To enable pupils to: understand that individuals belong to many different communities and share many common experiences.	Hodder	No

	<p>Pupils will:</p> <p>examine the communities that they belong to</p> <p>explore similarities and differences between themselves and others</p> <p>consider how they can learn about and value the similarities between people.</p>		
What makes a successful community?	<p>To enable pupils to:</p> <p>draw parallels between the community that is their class at school and the other communities they belong to</p> <p>understand the concept of a 'community contract'</p> <p>identify some of the rules and qualities that contribute to a positive experience of community life.</p> <p>Pupils will:</p> <p>think about the communities they belong to</p> <p>identify some guidelines for successful community life</p> <p>consider the qualities that improve community life.</p>	Hodder	No
What can cause problems in communities?	<p>To enable pupils to:</p> <p>begin to consider how conflicts in community situations can be resolved</p> <p>view both sides of a conflict and appreciate that concerns and feelings both impact on a situation</p> <p>learn about the process of mediation, including the skills of negotiation and compromise.</p> <p>Pupils will:</p> <p>consider problems from more than one point of view</p> <p>learn about the importance of talking and negotiating</p> <p>look at the role of mediation in problem-solving.</p>	Hodder	No
Spring Term			
Know your rights	<p>Recognise children's rights that are outlined in national laws and international agreements (eg Universal Declaration of Human Rights and the Convention on the Rights of the Child)</p> <p>Appreciate human rights and that human rights apply to everyone</p> <p>Reflect on the rights that they enjoy in various communities, including online</p> <p>Reflect on how this links to previous learning about</p>	Life Lessons	No

	contraception, FGM, consent and periods		
Media influence - Influencers, gender and pornography	<p>recognise and manage the impact of the media and advertising on decision making, including online</p> <p>know about age restrictions when accessing different forms of media and how to make responsible decisions</p> <p>recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender and how to challenge media stereotypes</p> <p>describe what sexually explicit media (pornography) and analyze why sexually explicit media (pornography) is so common</p> <p>understand that sexually explicit media often portrays men, women and sexual relations unrealistically</p> <p>identify and demonstrate ways to talk to a trusted adult about sexually explicit media</p>	Life Lessons	No
Media influence on body image	<p>evaluate messages in the media about health including diet culture</p> <p>know that information online can be manipulated, misrepresented or fake</p> <p>know that physical appearance is determined by heredity, environment, and health habits</p> <p>describe how the appearance of a person's body can affect how other people feel about and behave towards them, and compare how this differs for intersections of society and stereotypes associated with them e.g. race, gender, ability</p> <p>know about unhealthy coping strategies (e.g. self-harm and eating disorders) and to know about healthy coping strategies</p>	Life Lessons	No
Introduction to Relationships	<p>Learn about what relationships are</p> <p>Reflect on and recognise the importance of different forms of relationships</p> <p>Reflect on important relationships in your own life</p> <p>Understand characteristics of healthy relationships</p>	Life Lessons	No

	and the importance of trust.		
Introduction to family relationships	<p>Learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</p> <p>Understand that families have different values and perspectives on issues such as gender roles, culture and religion that influence parenting.</p> <p>Reflect on the ways in which their own family has influenced their views and decisions in this regard.</p> <p>Identify in which ways families can support gender equality through distributing responsibilities and rights.</p>	Life Lessons	No
Maintaining healthy family relationships	<p>Reflect on what it means to be a good parent/carer.</p> <p>Learn how to manage conflict within the family when it arises.</p> <p>Understand possible strategies when someone does not have a good relationship with their family and ways to get support, including in case of homelessness</p>	Life Lessons	No
Healthy Friendships	To understand what constitutes a healthy friendship and develop strategies for resolving conflict.	Life Lessons	No
Romantic Relationships	<p>Understand what a romantic relationship is and that it can come in different forms and shapes.</p> <p>Understand that skills are needed for having healthy romantic relationships. These can and need to be learned and improved on.</p> <p>Evaluate expectations for romantic relationships and reflect on media representations.</p> <p>Recognize that there are many ways to express friendship and love to another person</p> <p>Learn about good and bad ways you can let someone else know you are romantically interested.</p>	Life Lessons	No

Physical Intimacy	<p>Understand that sexuality involves emotional and physical attraction to others.</p> <p>Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life.</p> <p>Develop a clear sense of sexual boundaries.</p> <p>Learn about strategies to assess readiness for intimacy and manage pressure in relationships.</p>	Life Lessons	<b>YES</b>
Summer Term			
Unhealthy relationships, Boundaries and Consent.	<p>Understand that it is healthy to have boundaries when interacting with your friends and learn ways to manage any disagreements or clashes that can arise in friendship groups.</p> <p>Learn about the characteristics of unhealthy relationships and friendships.</p> <p>Explore ways to communicate what they do not want and learn about signals of consent.</p>	Life Lessons	No
Relationships & Intimacy On-line	<p>Learn how to safely navigate relationships online, including strategies to stay safe.</p> <p>Understand advantages and disadvantages of communicating online.</p> <p>Learn about digital intimacies, its risks and benefits as well as ways to handle pressure to engage in it.</p> <p>Understand that image-based sexual abuse is wrong and fault lies with the person forwarding or sharing images, not the person that has taken them.</p>	Life Lessons	YES
Contraception	<p>Learn about what contraception is and what the difference is between contraception and protection against STIs</p> <p>Learn about pregnancy risk in different scenarios</p> <p>Learn that there are different types of contraception that are available of which some protect against STIs.</p> <p>Learn how to put on a condom</p> <p>Learn about factors that can influence negotiation of contraception.</p> <p>Reflect about gender dynamics influencing use of contraception.</p>	Life Lessons	YES
Digital Footprints	<p>Understanding the concept of online reputation</p> <p>Understanding the possibilities sharing content online</p> <p>Knowledge on how to get unwanted online content from the internet</p>	CEOP/ Think u Know	No



Online wellbeing: Safety, grooming and self-esteem	<p>Recognise signs and causes of low self esteem and developing the skills of high self esteem</p> <p>Learn strategies to deal with seeing unwanted content online, in particular on social media</p> <p>Know how to recognise online grooming in different forms eg in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>Know how to respond and seek support in cases of online grooming</p>	Life Lessons	No
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### Year 9

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider	Parental right to withdraw
Autumn Term			
Dealing with change in life.	<p>Learn about types of change in life and the feelings that are involved in it</p> <p>Ways to manage loss and change including the opportunities that change can bring</p> <p>Supporting other people through loss and change</p>	Life Lessons	No
Who can keep me safe?	<p>To enable pupils to: discuss in a structured way a range of sensitive and potentially difficult issues identify sources of help and support for someone faced by these issues.</p> <p>Pupils will: explore a range of issues which affect personal safety use a 'community of enquiry' model to explore these issues identify agencies that can help with these problems.</p>	Hodder	No
Where can I find help on.....?	<p>To enable pupils to: identify when they need support and where they might seek that from review a range of websites and use this information to provide advice and sources of help for their peers.</p> <p>Pupils will: consider the warning signals that tell them when they need help</p>	Hodder	No

	<p>identify some sources of help and support that people their age might need</p> <p>learn about different ways of responding to problem situations</p> <p>design information for people in school like themselves to use</p>		
Managing peer pressure	<p>To know how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</p> <p>To know how to manage peer influence online</p> <p>To know strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</p>	Life Lessons	No
Peer pressure, exploitation and knife crime	<p>Develop an awareness of how their relationship to identity and self-worth is linked to possible manipulation or exploitation</p> <p>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</p> <p>Legal and physical risks of carrying a knife</p> <p>Evaluate attitudes and social norms in relation to substance use</p>	Life Lessons	No
What do I value and why?	<p>To enable pupils to:</p> <p>understand that values apply to individuals and society</p> <p>compare their personal values with their peers (in the class)</p> <p>identify which personal values they share with others in the community.</p> <p>Pupils will:</p> <p>think about what 'values' are</p> <p>consider what values they hold</p> <p>reflect on values they may share with other people.</p>	Hodder	No
Spring Term			
Cultivating a positive relationship with your body	<p>know how sleep supports energy and mental health</p> <p>discuss strategies to observe moods and how they influence behaviour and connection with others</p> <p>develop tools to connect to the body in order to develop a positive relationship with it to make healthy, informed decisions about maintaining</p>	Life Lessons	No

	physical health and therefore mental health know how to access appropriate support in relation to mental and physical health		
Body Image 1 - Depictions of relationships and sexuality	Identify and critique unrealistic images in the media concerning sexuality and sexual relationships Examine the impact of these images on gender stereotyping	Life Lessons	<b>YES</b>
Body image 2 - Body standards	Describe differences in what people find attractive when it comes to physical appearance Acknowledge that what people think is physically attractive changes over time and can vary between cultures Developing knowledge of variation in body types and acquiring positive body image and self esteem Discuss the benefits of feeling good about their bodies Acknowledge that media influences ideals of beauty and gender stereotypes	Life Lessons	No
What happens when relationships break down?	To enable pupils to: recognise that all families may experience problems develop simple coping strategies understand that help and support are needed and available.  Pupils will: understand that all families experience highs and lows consider strategies for coping when there are family arguments look at some of the issues affecting young people in troubled families.	Hodder	No
Forms of discrimination and Allyship	Reflect on how personal identity and core values have changed or evolved over time and explore reasons/influences on this Explore relationship between identity with the words 'racism', 'masculinity', 'feminism', 'discrimination', 'homophobia', 'biphobia', 'transphobia', 'ally', 'bystander' Developing empathy towards those marginalised in society because of differences	Life Lessons	No

Discrimination and prejudice	<p>To know what discrimination and prejudice is</p> <p>To know what the difference between equality and equity is</p> <p>To acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against</p> <p>To know strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</p>	Life Lessons	No
Understanding racism	<p>understand the history of racism</p> <p>understand the meaning of overt and covert racism and how this can look on a daily basis</p> <p>be aware of statistics relating to ethnic minorities that show racial inequalities are still prevalent</p>	Life Lessons	No
Anti-racism	<p>understand the systemic and structural nature of racism</p> <p>understand that racism is perpetuated on different levels including law &amp; politics, interpersonal interactions, bias and stereotypes</p> <p>think about how they can challenge systemic racism and why it's so important to do so</p>	Life Lessons	No
Sexual violence and harassment Part 1	<p>list examples of gender-based violence</p> <p>identify spaces where sexual violence may occur, including at school, in the home, in public or online</p> <p>understand the facts and figures related to sexual violence</p> <p>explore toxic masculinity and how this can be harmful</p>	Life Lessons	No
Summer Term			
Sexual violence and harassment Part 2	<p>explore gender stereotypes and why they are harmful for us all</p> <p>understand the impact that sexual violence has on an individual</p> <p>describe the link between gender stereotypes and sexual violence</p> <p>demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV</p>	Life Lessons	No
Body changes through puberty	<p>Distinguish between puberty and adolescence</p> <p>Assess and categorise examples of the different changes that occur during adolescence</p> <p>Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty</p> <p>Reflect on relationship with changing body parts,</p>	Life Lessons	No

	hair and skin		
Periods - Cycle Awareness and Period Poverty	<p>Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time</p> <p>Appreciate the importance of knowing your own body and tracking patterns and when to seek support if they change</p> <p>Describe how to access, use and dispose of sanitary pads or other menstrual aids</p> <p>Develop an appreciation of factors which might limit access to menstrual products and period poverty</p> <p>Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation</p>	Life Lessons	No
Developing readiness for sex	<p>What is sexuality and sexual desire?</p> <p>How and why do we form these feelings and why might they change over time?</p> <p>What are you comfortable with and how do you express it?</p>	Life Lessons	<b>Yes</b>
Contraceptive methods	<p>Learn about common types of contraception and in which kind of scenarios which ones may be suitable</p> <p>Discuss the importance of talking to a partner about contraception and practise open communication.</p>	Life Lessons	<b>Yes</b>
Consent Part 1	<p>describe what consent is and why it's important</p> <p>describe the myths and misconceptions surrounding consent</p> <p>understand the law in the uk regarding consent</p> <p>know how they can make sure they protect themselves and those around them when it comes to consent</p>	Life Lessons	No
Consent Part 2	<p>Normalising consent-seeking behaviour</p> <p>Learning about myths and misconceptions surrounding consent</p> <p>Practise seeking, giving or refusing/revoking consent</p>	Life Lessons	No
Sexual Health and STIs	<p>know what a sexually transmitted infection is and how are they transmitted</p> <p>know how to reduce the risk of contracting stis and what they can do if they have one</p> <p>know what hiv is and describe the misconceptions</p>	Life Lessons	<b>Yes</b>

	that surround hiv and aids understand how to protect themselves against HPV		
How do we cope with loss and bereavement?	To enable pupils to: consider the various ways that people experience loss and bereavement engage in a limited discussion of this sensitive topic identify coping mechanisms for dealing with loss and death.  Pupils will: explore what 'loss' and 'bereavement' might mean consider ways that people may cope with loss discuss different ways of dealing with death.	Hodder	No

### Year 10

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider	Parental right to withdraw
Autumn Term			
Promoting emotional health during transition into key stage 4	We are learning: about the common anxieties that students face when starting key stage 4 ways of overcoming these anxieties	PSHE Association	No
Promoting emotional wellbeing – core lesson	We are learning: about what emotional wellbeing is how we can promote our own emotional wellbeing	PSHE Association	No
Online wellbeing	Students will be able to:  Evaluate how rights affect the online world  Evaluate and manage the opportunities and risks of establishing and conducting relationships online  Know how to behave legally, ethically and responsibly online, including in online aspects of relationships  Understand strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) including online	Life Lessons	No
Spring Term			

Marriage and civil partnerships	<p>Students will be able to:</p> <p>Understand reasons for people to get married and the legal rights and responsibilities coming with marriage.</p> <p>Learn about marriage statistics in the UK.</p> <p>Explore and express own views about marriage.</p> <p>Learn about the unacceptability of forced marriage and how to safely seek help.</p> <p>Acknowledge that everyone should have a choice in who to marry.</p> <p>Explore the social and health consequences of CEFM.</p>	Life Lessons	No
Becoming a parent	<p>Students will be able to:</p> <p>Understand key features of parenthood, reasons for becoming a parent and decision making about parenthood</p> <p>Understand the consequences of unintended parenthood</p> <p>Reflect on one's own views on parenthood and social expectations in regards to parenthood</p> <p>Reflect on people's right to have a child, and what this can mean for society and law</p>	Life Lessons	No
Family relationships and value conflicts	<p>Students will be able to:</p> <p>Acknowledge that some of students' values may be different from their parents/guardians</p> <p>Apply strategies for resolving conflict and misunderstandings with parents/guardians</p> <p>Think about characteristics of a healthy functioning family</p> <p>Assess own contributions toward healthy family functioning</p> <p>Learn about honour-based violence</p>	Life Lessons	No

Communications and vulnerability in relationships	<p>Students will be able to:</p> <p>Consider the role that vulnerability plays within a relationship.</p> <p>Reflect on relationship expectations and how to identify and evaluate their own beliefs and values in relation to these</p> <p>Learn how to assertively communicate expectations in relationships and how to manage relationship changes safely and respectfully</p> <p>Learn about relationship challenges, how to manage strong emotions and communicate effectively</p>	Life Lessons	No
Abusive relationships	<p>Students will be able to:</p> <p>Learn how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</p> <p>Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours</p> <p>Explore how they can dismantle this shame in order to have honest conversations about changing behaviour</p> <p>Learn how to recognise manipulation and coercion, how to seek and assertively give or not give consent</p> <p>Learn about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p>	Life Lessons	No
Sexual violence	<p>Students will be able to:</p> <p>Learn about the definition of sexual violence and its prevalence within society, incl. digital sexual violence</p> <p>Understand the impact that any sexual violence can have on an individual</p>	Life Lessons	No



	Understand the ramifications of being involved in sexual violence		
Sexual violence - gender stereo types	<p>Students will be able to:</p> <p>Know where and how to access support and report concerns, including online</p> <p>Understand the impact of sexism and gender stereotypes on sexual violence</p> <p>Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV</p>	Life Lessons	No
Making decisions and sex	<p>Students will be able to:</p> <p>Learn how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate possible consequences</p> <p>Explore possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans</p> <p>Understand that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy)</p> <p>Learn how to make well-informed choices about their sexual behaviour</p>	Life Lessons	<b>Yes</b>
Foetal development, pregnancy and abortion	<p>Students will be able to:</p> <p>Describe the signs of pregnancy and stages of foetal development</p> <p>Recognize the importance of delaying and spacing pregnancies</p> <p>Describe the tests available to confirm a pregnancy and recall that pregnancies can be planned and can be prevented</p> <p>Understand options available in case of unintended pregnancy and recall ways to prevent unintended pregnancy</p>	Life Lessons	No
Selfies Exposed	To develop young people's understanding of why	CEOP	No

	someone might take a naked selfie, why it might get shared, and the impact and consequences this could have on them, in order to help them make mature and safe choices in the future.		
Private pics go public	To develop students understanding around sharing intimate pictures online, including trust, privacy, responsibility, and the role of the media. To develop knowledge of the law on sending and sharing sexual images.	CEOP	No

### Year 11

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider	Parental right to withdraw
Autumn Term			
Gender norms	Students will be able to:  Identify how societal norms shape identity, desires, practices and behaviour and recognize that beliefs about gender norms are created by societies  Acknowledge that gender roles and expectations can be changed  Demonstrate ways to treat people without bias	Life Lessons	No
Gender identities	Students will be able to: Deeper their understanding of gender identity and gender expression Demonstrate ways to treat people without bias and include all	Life Lessons	No
Appreciating diversity	Students will be able:  To analyse how stigma and discrimination impact negatively upon individuals, communities and societies  To summarise existing laws against stigma and discrimination  To acknowledge that it is important to challenge discrimination against those perceived to be 'different'  To know ways to support someone being excluded, to advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for	Life Lessons	No

	diversity		
Gender stereotypes and relationships	<p>Students will be able to:</p> <p>Analyse the impact of different norms and stereotypes on romantic relationships (including norms relating to masculinity and femininity)</p> <p>Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes</p> <p>Question roles, stereotypes and power within relationships and how these exhibit themselves within their own communities</p>	Life Lessons	No
Spring Term			
Body image and the media	<p>Students will be able to:</p> <p>Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance</p> <p>Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalise violent or non-consensual behaviour</p> <p>Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour</p>	Life Lessons	No
Body image dangers	<p>Students will be able to:</p> <p>Analyse common things people do to try and change their appearance (eg diet pills, steroids, bleaching cream) and evaluate the dangers of those practices</p> <p>Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance</p> <p>Explain the various disorders (eg anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image</p>	Life Lessons	No

	<p>Perceive that using drugs to change your body image can be harmful</p> <p>Demonstrate how to access services that support people struggling with their body image</p>		
<p>Parenthood and fertility choices</p>	<p>Students will be able to:</p> <p>Compare the different ways that adults can become parents (eg intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting)</p> <p>Evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</p> <p>Identify and evaluate parenting skills and assess readiness for parenthood</p>	<p>Life Lessons</p>	<p>No</p>
<p>Parenthood and family routes</p>	<p>Students will be able to:</p> <p>Compare the different ways that adults can become parents (eg intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting)</p> <p>Know how to access appropriate advice and support in relation to pregnancy, including miscarriage</p> <p>Recognise that fertility changes over time and evaluate the implications of this</p> <p>Strategies to manage grief and loss, including bereavement and how to access support for self or others</p> <p>Understand how to show compassion and empathy for others who are experiencing challenging situations</p>	<p>Life Lessons</p>	<p>No</p>
<p>Developing sexuality and readiness for sex</p>	<p>Students will be able to:</p> <p>Summarise key elements of sexual pleasure and responsibility and justify why good communication (including of boundaries and limits) can enhance a sexual relationship</p>	<p>Life Lessons</p>	<p><b>Yes</b></p>

	<p>Reflect on how gender, racial, cultural norms and stereotypes influence people's expectations and experience of sexual pleasure</p> <p>Recognise that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help</p> <p>Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV</p>		
Consent - Pressure and rejection	<p>Students will be able to:</p> <p>Understand how our ideas around consent been shaped by the media and society</p> <p>Understand how expectations around consent change for different genders/ sexualities</p> <p>Understand what nuances around consent are and how we have to read situations carefully and with moral integrity</p>	Life Lessons	No
Sexual Health and STIs	<p>What is 'safe-sex'?</p> <p>How can you ensure you're practising safe-sex?</p> <p>What are the laws in the UK around contraception?</p>	Life Lessons	<b>Yes</b>
Grief	<p>Students will be able to:</p> <p>Explain what grief is and that people grieve in different ways</p> <p>Acquire strategies for managing loss and change and how to empathise with, and show compassion for peers</p> <p>Show appreciation for how different religion, culture and traditions deal with change and loss</p>	Life Lessons	No

## Year 12

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider
Autumn Term		
Getting to know one another and building friendships	<p>Students will learn through discussions and activities how to:</p> <p>Identify the qualities of positive friendships</p>	Every Mind Matters

	describe strategies for dealing with challenges in friendships explain where and how to access support and help, including from professionals.	
How am I settling into the Sixth Form?	How to manage time, stress and look after wellbeing  Understand the relationship between stress and performance Identifying good and bad stress / how to manage bad stress 5 ways to wellbeing How to find the right balance between school commitments, social life and other pursuits	Canbury developed
Managing intimate relationships	To explore different levels of intimacy in emotional relationships and to consider the difference between love and lust.  Students will be able to: Develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy Evaluate different degrees of emotional intimacy in relationships, the role of pleasure and how they understand the difference between 'love' and 'lust'	Life Lessons
Maintaining old and developing new relationships	To explore methods for maintaining old relationships and developing new ones. "Students will be able to: Understand that relationships change over time.  Learn about ways to maintain friendships. Manage mature friendships, including making friends in new places Manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online"	Life Lessons
Ending and improving relationships	To better understand what makes healthy relationships and to consider when and how to end relationships. "Students will be able to: Learn how to improve and support relationships and negotiate difficulties.  Understand that it is normal that friendships and relationships might end. Manage the ending of relationships and friendships safely and respectfully, including online. Develop strategies to recognise, de-escalate and exit aggressive social situations."	Life Lessons
Spring Term		
What kind of	To consider our own values and how it impacts the decisions you	Life lessons

person do I want to be, for, and with, others?	<p>make and the role unconscious bias plays in society.</p> <p>Students will be able to:</p> <p>How to articulate their relationship values and to apply them in different types of relationships</p> <p>To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</p> <p>Learn about what unconscious bias is, what its consequences are and how we can become more aware of it.</p> <p>Explore ways to support others when they are struggling in life"</p>	
Sharing with others	<p>"Students will be able to:</p> <p>Understand how sharing with personal information with others can impact on relationships.</p> <p>Recognise why putting pressure on individuals to share information with you is unacceptable.</p> <p>Learn how to share both positive and negative information in a way that is mindful of others opinions and beliefs."</p>	Life Lessons
Deepening your understanding of consent	<p>To understand the importance of and develop strategies for communicating and determining consent.</p> <p>Students will be able to:</p> <p>understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>discuss what it means to listen for, acknowledge and act, or not act, on sexual consent</p> <p>compare and contrast examples of situations where consent is and is not acknowledged or given</p> <p>analyze factors (e.g. alcohol and other substances, GBV, poverty, power dynamics) that can affect the ability to acknowledge or give consent</p> <p>recognize that it is important to avoid factors that can impair sexual consent</p> <p>demonstrate ability to give and refuse consent</p> <p>demonstrate ability to acknowledge someone else's consent or lack of consent"</p>	Life Lessons
Sexual assault and violence	<p>To understand types of abuse and how to seek support and report abuse</p> <p>Students will be able to:</p> <p>Explain ways in which students can seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to</p>	Life Lessons

	<p>appropriate authorities</p> <p>Demonstrate why intimate partner violence can take in many different forms (e.g. psychological, physical, sexual)</p> <p>Analyze and discuss why intimate partner violence is wrong and that it is possible to leave an abusive relationship</p> <p>Demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence</p>	
Know your rights - sexual and reproductive rights	<p>To understand different elements of SRHR and how to promote them effectively</p> <p>Students will be able to:</p> <p>Examine ways to promote human rights among friends, family, at school and in the community</p> <p>Recognise why it is important to promote human rights that impact sexual and reproductive health and the right to make decisions concerning reproduction free from discriminatory coercion and violence</p> <p>Take actions to promote human rights that impact sexual and reproductive health "</p>	Life Lessons
Using social media responsibly	<p>To learn about the positives and negatives of social media and how to use it responsibly</p> <p>Students will be able to:</p> <p>analyse strategies for using social media safely, legally and respectfully; considering a plan for responsible use</p> <p>acknowledge that social media use has many benefits, but can also result in unsafe situations or violations of law</p> <p>develop and practise a plan for responsible use of social media</p>	Life Lessons
Alcohol and drugs misuse - parties and nights out	<p>To learn to understand the risks associated with drugs, alcohol, and drink spiking, and develop strategies to recognise, set, and adhere to personal boundaries for safety.</p> <p>Students will be able to:</p> <p>Understand how you can stay safe around drugs and alcohol</p> <p>Explain drink spiking is and how you can keep yourself safe</p> <p>Understand why it is important to know your personal limits</p>	Life Lessons
Using social media responsibly	<p>Analyse strategies for using social media safely, legally and respectfully</p> <p>Acknowledge that social media use has many benefits, but can also result in unsafe situations or violations of law</p> <p>Develop and practise a plan for responsible use of social media</p>	Life Lessons
Summer Term		
Making healthy choices and preventing illness	<p>To make informed decisions about health and wellbeing by accessing reliable information and understanding the importance of regular self-examinations and vaccinations.</p>	Life Lessons



	<p>Students will be able to:</p> <p>Take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</p> <p>Consistently access reliable sources of information and evaluate media messages about health</p> <p>Know how to make informed decisions about health, including vaccination/immunisation</p>	
Democracy, the Law and mutual respect	To understand in more detail what Democracy, The Law and Mutual respect means in relation to British Values	Canbury developed

### Year 13

Lesson Topic/Theme	Lesson Objectives/Outcomes	Resource Provider
Autumn Term		
Getting to know one another and building friendships	<p>Students will learn through discussions and activities how to:</p> <p>Identify the qualities of positive friendships</p> <p>describe strategies for dealing with challenges in friendships</p> <p>explain where and how to access support and help, including from professionals.</p>	Every Mind Matters
Exploring discrimination and exclusion	<p>Explore ways to promote inclusion and safely challenge prejudice and discrimination</p> <p>Students will be able to:</p> <p>describe discrimination in relation to the 8 protected characteristics</p> <p>know how to challenge discrimination and support others</p> <p>understand that discrimination happens in person and online and can be prevalent in the media</p>	Life Lessons
Norms, values and behaviour	<p>To appreciate how your values guide behaviours and the importance of developing your own perspective on behaviour.</p> <p>Compare and contrast behaviours that are and are not consistent with their own values</p> <p>Appreciate how their values guide behaviours including sexual behaviours</p> <p>Compare and contrast social and cultural norms that positively and negatively influence behaviour and health</p> <p>Appreciate the importance of developing their own perspectives on behaviour</p> <p>Reflect on the social and cultural norms that they value and how</p>	Life Lessons

	these influence their personal beliefs and feelings	
Consent	<p>To understand ways in which to assert limits and boundaries in sexual relationships "Discuss ways in which they have learnt to assert their limits and boundaries in sexual relationships</p> <p>Show they can demonstrate your respect for other people's boundaries</p> <p>Understanding it is more than acceptable to change your mind, or for you partner to change theirs "</p>	Life Lessons
Spring Term		
Sexual Health - Condoms	<p>To know how to access and select appropriate contraception in different contexts and relationships and understand the risks of not using protection</p> <p>Students will be able to:</p> <p>Develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>Know how to effectively use different contraceptives, including how and where to access them</p> <p>Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p>	Life Lessons
Sexual Health - Stealthing	<p>To understand what "stealthing" means and the consequences associated with it "Students will be able to: recognise and critically think about the crime of "stealthing" To understand consequences associated with "stealthing" Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment"</p>	Life Lessons
Developing sexual readiness	<p>"Understand what the concept of "pleasure" means in terms of sex and relationships</p> <p>Know how to communicate your needs with respect and honesty to sexual partners.</p> <p>Understand the ways in which society and the media impacts our understanding of sexual norms and roles</p> <p>How to build confidence articulating what you like and don't like"</p>	Life Lessons
Parenthood and Fertility - Discussing contraception and accessing emergency	<p>Be able to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p> <p>Students will be able to:</p>	Life Lessons

contraception	<p>Understand the implications of unintended pregnancy and young parenthood</p> <p>Recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</p> <p>Learn how to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</p> <p>Be able to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly"</p>	
Appreciating diversity	<p>To recognise and (where appropriate) challenge views, prejudice and discrimination.</p> <p>Recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion. Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships.</p>	Life Lessons
Exploring privilege	<p>To recognise what privileges and disadvantages we all have using intersectionality as a tool.</p> <p>Recognise what privileges and disadvantages we all have based on ethnicity, wealth, gender, sexual orientation etc.</p> <p>Learn about the concept of intersectionality as a tool for thinking about privilege and oppression.</p>	Life Lessons

## Appendix 2: By the end of secondary school, students should know:

Topic	Students should know:
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships,	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) include: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and</li> </ul>

including friendships	<p>the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>

	<ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

### Appendix 3: Parent form: withdrawal from sex education within RSE

#### To be completed by parents

Name of child		Year	
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			
Parent signature			

#### To be completed by Canbury School

Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 7 classroom</i>
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