



**Aletheia**  
Academies Trust

# **Relationships, Sex and Health Education (RSHE/RSE) Policy**

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## Rationale

As schools all underpinned by Church of England ethos, all teaching of Relationships, Sex and Health Education (RSHE) will be in the context of our Christian values. We will approach this aspect of our responsibility in a spirit of openness, co-operation and compassion. Every child within our Trust is cared for, valued and loved – it is our aim that all children feel and know this. We also recognise, as detailed below, the vital role of parents as children’s first educators and will seek to support them as much as possible.

This policy has been developed in line with our Public Sector Equality Duty. We will ensure that at all times we will seek to promote equal opportunities and good relations, avoiding discrimination against anyone for reasons of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Appropriate action will be taken in cases of harassment and discrimination. We give special attention and regard to the [Valuing All God’s Children](#) guidance which is produced by the Church of England Education Office. This policy also aligns with our approach to pupils’ spiritual, moral, social and cultural development (SMSC).

Trust officers, school leaders, staff, parents, governors and trustees have worked together to agree this policy for Relationships, Sex and Health Education, in line with requirements of the National Curriculum and Department for Education guidance.

In publishing revised guidance for implementation from September 2020, the Secretary of State said:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Furthermore, the stated desire of the Secretary of State, which we share, says:

“we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

## What is Relationships, Sex and Health Education?

RSHE involves learning about moral, physical and emotional development. It aims to teach children about the importance of stable, loving, family relationships, respect and care, and about changes and choices they will face in the future.

## Aims and Objectives

We believe that Relationships and Sex Education (RSE) should be delivered as an integral part of the curriculum across the school and not in isolation, taken out of context or over-emphasised. Our programme is delivered with continuity throughout the school and is for all our children, including those with physical, emotional or learning difficulties.

Our programme recognises that there are many different kinds of families and relationships, and helps children to gain information and know where they can access support, not promoting any particular approach to relationships over another. We recognise the particular needs of pupils who are adopted or fostered. We also acknowledge and support those who may be considered young carers, appreciating that roles and responsibilities within families vary from one family to the next.

RSHE should be treated as a positive experience for young people to understand and be in control of their own sexuality, recognising the importance of consent at all times to protect themselves and others. We feel that children have a right to be made aware of the changes that are taking place in their bodies.

RSHE should teach children:

- To develop their own moral values and individual conscience
- The importance of stable and loving relationships within a family
- The value of care and respect for themselves and others
- To make informed decisions without prejudice, based on an understanding of difference
- To manage their own emotions and avoid conflict
- To be prepared for puberty and adulthood
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills, to cope with the influences of their peers and the media

These values and skills are explored throughout the whole school programme of Personal, Social and Health Education which focuses strongly on emotional literacy. We also seek to provide relevant and appropriate guidance, particularly when safeguarding updates are provided, to help children keep themselves safe and informed, in order to protect themselves from harm and from engaging in inappropriate behaviour, including behaviour online.

**As a Trust we agree to with the Church of England Education Office's Charter for faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) as shown below.**

In AAT schools we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of Personal Social and Health Education (PSHE).** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish

between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## Content of RSHE

The majority of relationships and health education is delivered through PSHE lessons, through collective worship and wider aspects of the national curriculum. This applies across the whole Trust, including the Foundation Stage.

We follow the national curriculum for Science which incorporates the following – there is no right of withdrawal from the Science curriculum.

Early Years Foundation Stage - Understanding the World (Nursery and Reception):

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children do not always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1 Science - children will learn about the human body and that animals and humans grow, change and reproduce. The Key Stage 1 Science National Curriculum indicates that pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 Science – children will learn more about the body, what humans need for growth and development and extend their understanding of reproduction. The Key Stage 2 Science National Curriculum indicates that pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- describe the ways in which nutrients and water are transported within animals, including humans.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



## Relationships Education

In line with Department for Education guidelines, by the end of primary school our children will have knowledge and understanding of the following.

### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage or civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how they are generally unfair, unhelpful or even destructive.
- the importance of consent, permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Key Stage 3, 4 and 5 Life Skills lessons - children learn PSHE and RSE through these discreet lessons, form time activities and drop-down days

### ***1. Developing a healthy, safer lifestyle***

- ✓ To recognise the physical and emotional changes that take place at puberty and how to manage these changes positively. They work through how to keep healthy and what influences health including the media. In a context of the importance of relationships, about human reproduction, contraception, STIs, HIV and high-risk behaviours about early sexual activity.

### ***2. Developing good relationships and respecting the differences between people***

- ✓ About the nature of friendship and how to make and keep friends. To recognise some of the cultural norms in society. About the role and importance of marriage and the feelings towards parents and carers. To recognise that actions have consequences and when and how to make compromises. To communicate confidently with their peers and adults.

## **Sex Education**

We deliver a sex education programme that is in keeping with our values and objectives identified above, as well as completely satisfying government requirements. Our

programmes are designed to help children stay safe and to live in accordance with their own values. We aim to give parents confidence in the programme that children receive and in supporting them at home.

This programme is tailored appropriately according to the age and the physical and emotional maturity of the pupils. It is always delivered in a way that is sensitive and supportive, catering for a range of different backgrounds, knowledge and needs. It ensures that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We see this as important preparation for their transition to secondary school and for life beyond school.

Elements of specific sex education that will be introduced in upper Key Stage 2 (Years 5 and 6) include:

- Changes in the body at puberty.
- When changes are likely to occur, issues that may cause them anxiety and how to deal with them.
- How a baby is born and conceived.
- Addressing aspects of identity, sexuality and relationships including LGBT, always at an age appropriate level and in the wider context of effective teaching of RSHE.

By the end of Key Stage 3 Pupils will be able to:

- Manage changing relationships.
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions.
- Ask for help and support.
- Explain the relationship between their self-esteem and how they see themselves.
- Develop skills of assertiveness in order to resist peer pressure and stereotyping.
- See the complexity of moral, social and cultural issues and be able to form a view of their own.
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships.
- Be tolerant of the diversity of personal, social and sexual preference in relationships.

- Develop empathy with the core values of family life in all its variety of forms.
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage.
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Pupils will know and understand:

- That fertilisation in humans is the fusion of the male and female cell.
- The physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilization.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How the media influences understanding and attitudes towards sexual health.
- How good relationships can promote mental wellbeing.
- The law relating to sexual behaviour of young people.
- A range of sources of advice and support.
- About when and where to get help, such as genito-urinary medicine clinics.

Pupils will have considered:

- The benefits of sexual behaviour within a committed relationship.
- How self-concept affects their self-confidence and behaviour.
- The importance of respecting differences in relation to gender and sexuality.
- How it feels to be different and be discriminated against.
- Issues such as the costs of early sexual activity.
- The unacceptability of prejudice and homophobic bullying.
- What rights and responsibilities mean in relationships.

By the end of Key Stage 4 and 5

Pupils will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice.
- Manage emotions associated with changing relationships with parents and friends.
- See both sides of an argument and express and justify a personal opinion.
- Have the determination to stand up for their beliefs and values.
- Make informed choices about the pattern of their lifestyle which promote wellbeing.

- Have the confidence to assert themselves and challenge offending behaviour.
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships.
- Work co-operatively with a range of people who are different from themselves.
- Recognise attributes of positive and negative relationships.

Pupils will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones.
- Some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.
- How HIV and other sexually transmitted infections affect the body.
- The risks of early sexual activity and the link with the use of alcohol.
- The link between eating disorders and self-image and sexual identity.
- How different forms of contraception work and where to get advice.
- The role of statutory and voluntary organisations.
- The law in relation to sexual activity for young people and adults.
- How their own identity is influenced by their personal values, those of their family and of society.
- How to respond appropriately within a range of social relationships.
- The qualities of good parenting and its value to family life.
- How to access the statutory and voluntary agencies which support relationships in crisis.
- The benefits of marriage or a stable partnership in bringing up children.
- The way different forms of relationship including marriage depend for their success on maturity and commitment.

Pupils will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it.
- How personal, family and social values influence behaviour.
- The arguments around moral issues such as abortion, contraception and the age of consent.
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both.
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.

Please note some of these outcomes will be achieved through the Science curriculum.

In addition, at KS3/4 and 5 they also learn:

### **Intimate and sexual relationships, including sexual health**

Pupils should know:

- 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 and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/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 health advice and treatment.

## **Organisation of RSHE**

The formulation of this policy is seen as a Trust-wide responsibility, in close consultation with our schools, their staff and parents. There will always be local consultation and tailoring of the policy where required and following discussion with the Trust. Each academy has a designated person to lead the co-ordination of RSHE as an integral part

of the curriculum offer. It is delivered by class teachers, school leaders and other support staff, in line with expertise. RSHE will be delivered by all teachers as part of the PSHE programme, with appropriate teachers delivering the sex education element of the programme. The school may also invite other professionals, such as a school nurse to be part of the delivery of sex education where appropriate.

The resources used for the delivery of sex education will be shared where necessary with the Local Governing Board, for their approval, within the context of this policy.

Schools across the Trust use a blend of resources including Jigsaw, SEAL and 'Goodness and Mercy'- <https://goodnessandmercy.co.uk/> to support them in the delivery, coverage and progression for RSHE across their own settings.

## The Role of Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We therefore wish to build a positive and supporting relationship with the parents, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's sex education policy and teaching programme.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy, about the arrangements for sex education in the school and any specific issues that may affect a child in this regard.
- Use the thoughts of parents to help review this policy over time.



- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Resources used in schools will be available for parents to view on request so that they can be better informed and support their children appropriately at home where necessary.

## **Right to be Excused from Sex Education**

There is no right to withdraw from Relationships Education or Health Education, nor from the Science Curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that non-participation might have on the child. This could include any social and emotional effects of not being included in the lesson, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental

effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during this time.

## Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE are varied. However, whilst personal views are respected, all RSE issues are discussed and explored without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also to respect that others have the right to a different opinion.

Both formal and informal RSE, arising from pupils' questions, are dealt with according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to senior colleagues if they are concerned, including the Designated Safeguarding Lead where this might be appropriate.

We believe that RSE should meet the needs of all pupils, answer appropriate questions and offer support. All pupils should be responded to equally and with respect, regardless of their developing sexuality. Responses will need to be dealt with sensitively with respect to sexual orientation and appropriate support may be identified and offered. Homophobic bullying is dealt with strongly, yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. Above all, we

encourage open dialogue and conversation with parents, carers and pupils, seeking to address individual needs as they arise.

During the teaching of sex education, the class teachers give children the opportunity to ask 'difficult questions' anonymously using a question box. Children can put the question in the box and, if considered appropriate, the teacher can answer it for the whole class. Where questions fall outside of the taught curriculum, they will identify appropriate ways to respond and consult with senior colleagues and external professionals where required.

## Supporting resources

Programmes of study will be supported by recognised and effective video, multimedia and printed resources. These materials will be widely recognised, balanced in their approach and not promote any particular lifestyle choice over another. They will be designed to educate and inform. They will be in line with the vision and values of the Trust. Resources will recognise a range of different experiences, views, lifestyles and cultural backgrounds that people bring to this subject. Where particular issues and concerns arise, we are committed to working with parents to support and resolve these wherever possible.

## Links with other policies

This policy will be considered in light of other curriculum policies in each school, as well as our wider policies in relation to Behaviour, Child Protection, Equalities and SMSC.

## Staff training

Staff training is identified through the school professional development framework. Training is offered or requested as required. Teachers and support staff are encouraged to seek the support of senior colleagues where they feel additional training is required. Schools can also access wider expertise within the Trust and contact the Trust's Academy Improvement Team and CEO as required. Support from external professionals, RSE experts and healthcare staff may be accessed if necessary.

## Monitoring and Evaluation

Sex and Relationships Education is evaluated and monitored by class teachers in liaison with the PSHE leader.

## APPENDIX 2

These are the progression and coverage documents taken from 'Goodness and Mercy' – these will be followed as a minimum by all schools. Schools will use the resources from this programme as well as adding other resources as necessary to ensure the content of lessons is fulfilling the needs of the pupils involved. The main outcomes from this document will form the basis for RSE in all Trust schools.

### HEALTH EDUCATION

Strand	KS1 outcomes	KS2 outcomes	KS3/4 outcomes
<b>Sleep, rest and hygiene</b>	<ul style="list-style-type: none"><li>• Pupils can describe how to look after themselves.</li><li>• Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</li></ul>	<ul style="list-style-type: none"><li>• Pupils can explain why it is important to look after themselves.</li><li>• Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why</li></ul>	<ul style="list-style-type: none"><li>• Pupils can identify what happens when people sleep, explain what factors can prevent good sleep; can identify</li></ul>

		<p>this is important and what happens if people do not do this.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</li> <li>• Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</li> </ul>	<p>useful strategies and behaviours that will aid good sleep.</p> <ul style="list-style-type: none"> <li>• Pupils can explain strategies for maintaining personal hygiene, including oral health and the prevention of infection.</li> <li>• Pupils can explain the importance of taking increased responsibility for their own physical health including dental check-ups, sun-safety and self-examination (especially in late KS3 breast/testicular self-examination).</li> <li>• Pupils can explain the purpose of vaccinations</li> </ul>
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			<p>offered during adolescence for individuals and society</p> <ul style="list-style-type: none"><li>• Pupils can assess risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</li><li>• Pupils will be able to explain the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been</li></ul>
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			subject to FGM. (Citizenship)
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Pupils can identify and list many healthy and less healthy foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the role of a balanced diet as part of a healthy lifestyle and explain the impact of unhealthy food choices on health and life expectancy.</li> <li>• Pupils can explain what might influence decisions about eating a balanced diet and suggest strategies to manage eating choices.</li> </ul>
<b>Spiritual practices</b>	<ul style="list-style-type: none"> <li>• Pupils will have observed/experienced/participated in some calming spiritual time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain at least three different spiritual practices, evaluate their impact on health</li> </ul>



			and wellbeing and articulate their personal preferences, giving reasons. (CW /RE)
<b>Exercise</b>	<ul style="list-style-type: none"> <li>• Pupils can name and talk about different kinds of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the benefits of physical activity and exercise for physical and mental health and for wellbeing.</li> <li>• Pupils can recognise and manage what influences their choices about physical activity; can outline strategies for managing their physical activity and exercise. (PE)</li> </ul>
<b>Mental health, wellbeing and emotional literacy</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about their emotions, (such as when they are happy, sad,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can understand their connections with</li> </ul>

	<p>angry or afraid) and understand when those emotions are helpful.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</li> </ul>	<p>why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</p> <ul style="list-style-type: none"> <li>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</li> </ul>	<p>others and be aware of their own and others' mental wellbeing.</p> <ul style="list-style-type: none"> <li>• Pupils can understand the importance of challenging stigma related to mental health.</li> <li>• Pupils will be able to articulate the importance of promoting emotional wellbeing and healthy coping strategies.</li> <li>• Pupils can explain the importance of developing 'digital resilience' in the context of online pressures and will be able to reframe negative thinking.</li> <li>• Pupils will be aware of</li> </ul>
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			<p>unhealthy coping strategies such as self-harm and eating disorders.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to show an understanding of common mental health concerns such as anxiety and depression. Pupils will be able to talk about where people can go for further support should they need it.</li> </ul>
<p><b>Screen time and screen-safety</b></p>	<ul style="list-style-type: none"> <li>• Pupils can list some of the ways that screens improve their lives.</li> <li>• Pupils can list some rules about the limits for using screens that can keep people healthy.</li> <li>• Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</li> <li>• Pupils can list what information should or should not be shared. (Safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</li> <li>• Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li> </ul>

			<ul style="list-style-type: none"><li>• Pupils can demonstrate an understanding of how people present themselves online and how that can have positive and negative impacts on them</li><li>• Pupils can describe how to make and act on informed decisions about whether different media and digital content are appropriate to view.</li><li>• Pupils can explain that there are positive and safe ways to create and share content online and the opportunities this offers.</li></ul>
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			<ul style="list-style-type: none"><li>• Pupils can show an understanding of different strategies for protecting and enhancing their personal and professional reputation online.</li><li>• Pupils can describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; can recognise why and how this may influence opinions and perceptions of people and events.</li><li>• Pupils can explain why there is a</li></ul>
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			<p>shared responsibility to challenge extremism in all its forms. (Citizenship/ British Values)</p> <ul style="list-style-type: none"><li>• Pupils can explain how personal data is generated, collected and shared, including by individuals, and the consequences of this.</li><li>• Pupils can show understanding about how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</li></ul>
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			<ul style="list-style-type: none"> <li>• Pupils can describe useful strategies to critically assess bias, reliability and accuracy in digital content.</li> </ul>
<b>Alcohol, smoking and drugs</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Citizenship)</li> <li>• Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</li> <li>• Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</li> <li>• Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe the reasons why people drink alcohol and the impact it can have, and the consequences of the possibly associated behaviour.</li> <li>• Pupils can identify and assess the risks of underage drinking.</li> <li>• Pupils can suggest strategies to manage peer pressure around alcohol misuse and identify</li> </ul>

			<p>sources of guidance and support.</p> <ul style="list-style-type: none"><li>• Pupils can present information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</li><li>• Pupils can show an understanding of the law relating to the supply, use and misuse of legal and illegal substances. (Citizenship/ British Values)</li><li>• Pupils can explain the concepts of dependence and addiction, including</li></ul>
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			<p>awareness of help available to overcome addictions. Pupils can explain where people might be able to go for help with such addictions.</p>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to demonstrate that they know how to get help in an emergency and how to perform basic First Aid and life-saving skills including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</li> </ul>
<b>Puberty</b>	n/a	<ul style="list-style-type: none"> <li>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to describe strategies to manage the physical and</li> </ul>

		<p>about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</p> <ul style="list-style-type: none"> <li>• Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</li> </ul>	<p>mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>
<p><b>Key theology for Church of England / Methodist schools</b></p>	<ul style="list-style-type: none"> <li>• Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1).</li> <li>• Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies.</li> <li>• Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain their Church school’s beliefs about Imago Dei and stewardship: why humans are worth looking after. Pupils can evaluate three other opinions about why humans might be of huge value (Humanist and two other religious traditions). Pupils can appraise those views and then</li> </ul>

			<p>state and reason their own opinion about human worth.</p> <ul style="list-style-type: none"><li>• Pupils can explain why people sometimes fail to look after themselves despite knowing the factual information about how to do so (e.g. they know that exercise and healthy food will make them well, but they still make poor choices). Pupils will be able to refer to the Christian belief in the Fall, the ideas of temptation, forgiveness, redemption and a call into a closer union with and</li></ul>
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			likeness to God ('holiness') to help them overcome their weaknesses. They will be able to offer other interpretations and strategies for coping with human weakness and be able to express their own opinion.
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## RELATIONSHIPS EDUCATION

Strand	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<b>Family</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</li> <li>• Pupils can talk about the ways that they might show that they enjoy being in their families.</li> <li>• Pupils can show that they understand that different people have different kinds of families.</li> <li>• Pupils can talk about what is the same across all families.</li> <li>• Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</li> <li>• Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</li> <li>• Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).</li> <li>• Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can consider and evaluate the factors that will sustain and uphold strong family life and the factors that may create stresses on family life.</li> <li>• Pupils will be able to suggest strategies for managing disagreements and conflicts within a family.</li> <li>• Pupils will be able to explain the effects of change within a family, including loss, separation, disappointment, divorce and bereavement. Pupils can suggest strategies for managing these and can describe how to access support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the differences between biological families and families as people who you live with, and the way someone can experience and create families through life.</li> <li>• Pupils can explain that ‘family’ can be used as a strong and meaningful metaphor for connection, care and responsibility to others e.g. the family of a tutor group, school, of God (the Church, God as Father), humankind, neighbourhood,</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe and can show that they know how to seek help or advice.</li> </ul>		<p>country or group of friends.</p> <ul style="list-style-type: none"> <li>• Pupils can analyse whether loyalty to a biological family is the same as loyalty to another type of family.</li> <li>• Pupils can analyse and explain what they think is the strongest type of family and how 'families' can intersect.</li> </ul>
<b>Friendship</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what a good friend is like.</li> <li>• Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</li> <li>• Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</li> <li>• Pupils can talk about the ways in which friends can cope when there are fallings-out and can</li> </ul>	<i>Schools may choose to teach Friendship in KS3 rather than KS4</i>	<ul style="list-style-type: none"> <li>• Pupils can analyse what creates and maintains good friendships (including online), can describe the positive qualities, and steps that can be taken to help to improve and support relationships.</li> </ul>

	<p>friend and try to include them in a game or activity.</p> <ul style="list-style-type: none"> <li>• Pupils can talk about what you can do if you fall out with your friend.</li> </ul>	<p>describe how someone can make peace again and not resort to violence.</p> <ul style="list-style-type: none"> <li>• Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</li> <li>• Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can explain the importance of having good boundaries, having strategies for managing conflict and for working towards reconciliation.</li> <li>• Pupils can describe contexts where it might be best to end a relationship.</li> <li>• Pupils can talk through how it feels to lose a friend and how to live with loss.</li> </ul>
<b>Relationships and Marriage</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</li> <li>• Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe and offer a personal evaluation of the different kinds of committed, stable relationships that exist and can contribute to human happiness; why they might be a healthy context in which to raise children.</li> </ul>	n/a

		<ul style="list-style-type: none"> <li>• Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</li> <li>• Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (RE)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the UK legal definition of marriage (<i>Marriage (same-sex couples) Act 2013</i>) and describe who can and cannot enter into that state.</li> <li>• Pupils can explain the legal status of other long-term relationships and evaluate the relative value of these options. (Citizenship)</li> <li>• Pupils can explain the different Christian beliefs and rituals for marriage. They can describe the vows that people take and consider how they might affect a marriage if people lived by those promises. Pupils can explain the rituals and promises taken by people who are not Christian (e.g. Hindu, Muslim, Jewish, Humanist) and consider how they might affect a marriage. (RE)</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Pupils can consider the benefits and demands placed on people for whom the single life is their vocation, their choice or their found experience. (RE)</li> <li>• Pupils can explain that people hold different religious and cultural beliefs about sex before marriage, same-sex relationships, marriage and divorce. (RE)</li> </ul>	
<b>Anti-bullying</b>	<ul style="list-style-type: none"> <li>• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</li> <li>• Pupils can talk about where to go for help if they are bullied.</li> <li>• Pupils can talk about why it is good to be kind to people.</li> <li>• Pupils can talk about how you might support someone who has been</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can show understanding about the different types of bullying that people can encounter.</li> <li>• Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</li> <li>• Pupils can explain what stereotyping is and how bullying can be damaging for someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can demonstrate that they recognise bullying and its impact in all its forms; can describe the skills and strategies needed to manage being targeted or witnessing others being bullied.</li> <li>• Pupils can explain the negative impact that stereotyping, prejudice and discrimination can have on protected groups and how</li> </ul>	n/a

	<p>hurt because someone has been unkind to them.</p>	<ul style="list-style-type: none"> <li>• Pupils can explain how people can keep themselves safe and ask for help when bullied.</li> <li>• Pupils can describe how not to be a bystander when someone else is bullied.</li> <li>• Pupils can explain how to report bullying and support someone who has suffered unkindness.</li> </ul>	<p>it can be detected, addressed and reported.</p> <ul style="list-style-type: none"> <li>• Pupils can explain the legal right of respect and equality for all protected groups. (British Values, Citizenship)</li> <li>• Pupils can explain why prejudice-based language and behaviour, offline and online, is unacceptable (including sexism, homophobia, biphobia, transphobia, racism, ableism, faith-based). (Citizenship)</li> <li>• Pupils can explain how a bystander should behave when observing bullying and what actions they might take.</li> <li>• Pupils can describe how to report bullying and explain what having high expectations of behaviour means when online.</li> </ul>	
<b>Making good boundaries</b>	<ul style="list-style-type: none"> <li>• Pupils can talk about how their bodies belong to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what right and wrong touching is and can</li> </ul>	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the importance of</li> </ul>

	<p>them, are incredibly special and should be protected.</p> <ul style="list-style-type: none"> <li>• Pupils can identify what is safe and unsafe touching.</li> <li>• Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</li> <li>• Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.</li> </ul>	<p>show an understanding of what is appropriate behaviour in private and in public.</p> <ul style="list-style-type: none"> <li>• Pupils can explain what a bad secret is like and how to get help.</li> </ul>		<p>having good boundaries.</p> <ul style="list-style-type: none"> <li>• Pupils can outline strategies for managing conflict.</li> <li>• Pupils can explain what consent is and can describe what mutual respect looks like in relationships.</li> <li>• Pupils can list types of behaviour within relationships that are criminal, including violent behaviour or use of coercive control.</li> <li>• Pupils will be able to explain how to report crime and seek help in those contexts.</li> </ul>
<b>Parenting</b>	n/a	n/a	n/a	<ul style="list-style-type: none"> <li>• Pupils can explain the responsibilities of</li> </ul>

				<p>parenthood: what it entails, why it can be joyous and difficult.</p> <ul style="list-style-type: none"> <li>• Pupils can define what categorises faithful and caring parenting.</li> <li>• Pupils can describe the implications of young parenthood and list the services that offer support for new parents and families.</li> </ul>
<b>Key theology</b>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</li> <li>• Pupils can talk about why other people are special (and how Christians believe that they are</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</li> <li>• Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain and evaluate the Christian belief in an invitation into an everlasting relationship with a God of love as expressed in the Trinity. Pupils can explain how this belief may sustain Christians, can outline alternative views about what sustains people and</li> </ul>	<p>(as Key Stage 3+)</p> <ul style="list-style-type: none"> <li>• Pupils can evaluate the extent to which the term 'family' is a good metaphor for support or a circle of love echoing the</li> </ul>

	<p>created and loved by God).</p> <ul style="list-style-type: none"> <li>• Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</li> <li>• Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down.</li> <li>• They can describe simply what the word forgiveness means and talk about fresh starts.</li> <li>• Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.</li> </ul>	<p>believe they have a relationship with this God of eternal love.</p> <ul style="list-style-type: none"> <li>• Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</li> <li>• Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</li> <li>• Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace.</li> <li>• Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</li> </ul>	<p>can express their own opinions.</p> <ul style="list-style-type: none"> <li>• Pupils can evaluate the benefits and difficulties for relationships and society of living out a belief in the sacredness and worth of all people. Pupils can express their own opinions concerning this vision for humanity.</li> <li>• Pupils can explain the temptations and weaknesses that mean people let each other down; can explain how Christian ideas about the Fall and salvation inform a belief in hope for change and a positive future in behaviours and relationships.</li> <li>• Pupils can explain the causes of conflict, describe contexts when conflict can be positive and give examples of how to manage conflict; can</li> </ul>	<p>Trinity; can give examples to explain if they think that a neighbourhood, friends, a school, a church (or religious community) can be a family?</p> <ul style="list-style-type: none"> <li>• Pupils will be able to evaluate how Christians could make relationships decisions in contexts where their beliefs appear to clash: honouring and safeguarding self versus forgiveness and reconciliation.</li> <li>• Pupils can reflect on how long should someone keep forgiving, what is a human</li> </ul>
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			<p>evaluate the usefulness in conflict resolution of ideas of repentance, forgiveness, reconciliation, restorative justice and peace.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to describe the importance of faithfulness and commitment in relationships and explain why these qualities can make for rich and life-long contentment.</li> </ul>	<p>flaw or foible and what is unacceptable, harmful or criminal.</p> <ul style="list-style-type: none"> <li>• Pupils can outline strategies for managing feelings of loss; will be able to give examples of Christian beliefs that can support people at times of loss.</li> <li>• Pupils will be able to explain the Christian idea that people are entrusted by God with creating life and that this is a sacred responsibility; will be able to evaluate how having this belief will impact on people's sense of</li> </ul>
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				duty and honour as parents. Pupils will be able to evaluate whether holding this belief is an advantage or a burden for parenthood.
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## SEX EDUCATION

Topic	Key Stage 2 outcomes	Key Stage 3 outcomes	Key Stage 4 outcomes
<p>Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.</p>			
<p><b>The right to withdraw</b></p>	<p>At Key Stage 1 there is no sex education.</p> <p>At Key Stage 2 each school will teach elements of sex education that is appropriate for their context and children</p> <p>Parents have the right to withdraw their child.</p>	<p>Parents have the right to withdraw their child (<i>see sample policy</i>).</p>	<p>Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex</p>



			education during one of those terms.
<b>Sexual intercourse</b>	<ul style="list-style-type: none"> <li>• Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.</li> <li>• Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.</li> <li>• Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.</li> <li>• Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage.</li> <li>• Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.</li> </ul>	<p><i>Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2 outcomes is an important starting point.</i></p> <ul style="list-style-type: none"> <li>• Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children.</li> <li>• Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, emotional, spiritual and financial wellbeing.</li> <li>• Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe.</li> </ul>

<p><b>Sex and the Law</b></p>	<ul style="list-style-type: none"> <li>• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)</li> </ul>	<p>n/a</p>	<ul style="list-style-type: none"> <li>• Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010). (Citizenship)</li> <li>• Pupils can explain that some types of behaviour within relationships are criminal. (Citizenship)</li> </ul>
<p><b>Gestation, pregnancy , birth and parenthood</b></p>	<ul style="list-style-type: none"> <li>• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science)</li> </ul>	<p>n/a</p>	<ul style="list-style-type: none"> <li>• Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils can talk about why having a baby is wonderful but a huge responsibility.</li> </ul>		<p>frequency of miscarriage).</p> <ul style="list-style-type: none"> <li>• Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion).</li> <li>• Pupils can explain where someone can go to get help.</li> <li>• Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE)</li> </ul> <p><i>Parenthood as a strand is covered more fully in Key Stage 4 relationships education</i></p>
<p><b>The media, self-esteem, advertising, online file</b></p>	n/a	<ul style="list-style-type: none"> <li>• Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what pornography is and the forms it can take.</li> </ul>

<p><b>and image sharing, and the impact and use of pornography</b></p>		<ul style="list-style-type: none"> <li>• Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter competitive and unrealistic images. (Media, mental health and wellbeing)</li> <li>• Pupils can explain the potential pitfalls surrounding sharing materials and images online.</li> <li>• Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe how it can give a distorted picture of sexual behaviours and appearance.</li> <li>• Pupils can explain why some people enjoy pornography and how it might affect their behaviour towards their sexual partner.</li> <li>• Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing.</li> <li>• Pupils can describe the law about the sharing of indecent images of children and the severe penalties given.</li> <li>• Pupils can describe how data is generated, collected and shared online; how that can affect people and what measures people can</li> </ul>
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			take to protect themselves.
<b>Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases</b>	n/a	<ul style="list-style-type: none"> <li>• Pupils can give examples of how peer-pressure can operate with regard to speaking about sex.</li> <li>• Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer-pressure.</li> <li>• Pupils can describe strategies for handling peer pressure.</li> <li>• Pupils can explain what contraception is and know the facts concerning the full range of contraceptive choices - how they work, what they prevent, whose responsibility it is and how effective they are. (RE)</li> <li>• Pupils can describe how to tell someone else where they can go for support or to report a concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be withdrawn in all contexts (including online).</li> <li>• Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can practise safe sex and how testing works.</li> <li>• Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health)</li> </ul>

### Key theology

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| <h3>Key theology</h3> | <ul style="list-style-type: none"><li>• Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails.</li><li>• Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</li><li>• Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally.</li><li>• Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time.</li><li>• Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-</li></ul> | <ul style="list-style-type: none"><li>• Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure.</li><li>• Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value.</li><li>• Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems.</li><li>• Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships.</li></ul> | <ul style="list-style-type: none"><li>• Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography</li><li>• Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context.</li><li>• Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others.</li></ul> |
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	term committed relationships going over time.		<ul style="list-style-type: none"><li>• Pupils can give examples of long-term relationships that are characterised by a contented cherishing of the other person despite life's ups and downs.</li><li>• They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through faithfulness and forgiveness have been sustaining factors.</li><li>• Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment.</li></ul>
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## APPENDIX 3

### Year Overview for discreet lessons at St George's C of E Secondary School

<p><b>Year 7</b></p>	<p><b>Term 1 – Healthy relationships and respect</b></p> <p>What makes a good friend?            Family pressure and conflicts            Avoiding gangs</p> <p><b>Term 3 – Healthy body and mind</b></p> <p>What is smoking and vaping?            Healthy eating and exercise            Dangers of energy drinks / alcohol            Being positive and self esteem</p> <p><b>Term 4 – Puberty and body development</b></p> <p>Personal hygiene and oral hygiene            Puberty – what's new?            Puberty – Growing up and hormones</p>
<p><b>Year 8</b></p>	<p><b>Term 1 - Positive relationships</b></p> <p>Boyfriends and girlfriends - peer pressure            Saying No            Introduction to SRE</p> <p><b>Term 5 – Personal Safety – risky behaviour</b></p> <p>Substance misuse            County lines – who is at risk?            Online safety</p>

	<p><b>Term 6 – Health &amp; Wellbeing: Mental Health</b></p> <p>Sleep and relaxation</p> <p>What is mental health?</p> <p>Positive body image</p>
<b>Year 9</b>	<p><b>Term 2 – Drug risks</b></p> <p>Alcohol</p> <p>Cannabis and ‘party’ drugs</p> <p>Drug classifications</p> <p><b>Term 3 - Contraception and STI’s</b></p> <p>Sexual consent and the Law</p> <p>Contraception</p> <p>Condoms</p> <p>HIV/AIDS</p> <p><b>Term 4 – STI’s, FGM and the law</b></p> <p>STIs – what are they?</p> <p>STIs – staying safe</p> <p>Sexual Harassment and Stalking</p> <p>FGM and the law</p> <p><b>Term 5 – Personal Safety: online and offline risks</b></p> <p>Online safety – cyber bullying</p> <p>Grooming and child exploitation</p> <p>Social Media</p>
<b>Year 10</b>	<p><b>Term 2 - Diversity: LGBTQA+ and challenging racism</b></p> <p>1.What is LGBTQA+ and Challenging homophobia</p> <p>2.Coming out</p> <p>3.Racism – kick it out</p>

	<p><b>Term 3 - Personal Safety: looking after yourself</b></p> <p>1.Preventing Knife Crime</p> <p>2. Keeping safe out and about</p> <p>4. Mental health and self-harm</p> <p>5. War on drugs</p> <p><b>Term 5 - SRE – exploring relationships</b></p> <p>Sexting and the media</p> <p>Domestic violence and abuse</p> <p>Contraception and STI’s revisited</p> <p><b>Term 6 - Health and Wellbeing: Life skills</b></p> <p>First Aid</p> <p>Social media and online stress</p> <p>Managing and saving money</p>
<p><b>Year 11</b></p>	<p><b>Term 3 - SRE</b></p> <p>Teenage pregnancy – ‘Underage and pregnant’</p> <p>Baby Borrowers Resource</p> <p>Baby Borrowers Resource</p> <p>Abortion</p> <p><b>Term 4 - Personal Safety – Staying Safe</b></p> <p>Digital footprint and virtual reality</p> <p>Festivals and Drugs</p> <p>Contraception and STI’s revisit.</p> <p><b>Term 5 - Health and Wellbeing: Exam Ready!</b></p>

	<p>Study skills and time management</p> <p>Managing stress and anxiety</p>
<b>Year 12 and 13</b>	<p>Term 1 – <b>Health and Wellbeing</b></p> <p>Strategies to promote wellbeing</p> <p>Essential study skills</p> <p>Term 2 – <b>Media Literacy</b></p> <p>Online relationships</p> <p>Social media and mental health</p> <p>E-Safety</p> <p>Online branding</p> <p>Fake news</p> <p>Online radicalisation</p> <p>Term 3 – <b>Sex and Relationships</b></p> <p>Fertility &amp; STI's</p> <p>Consent</p> <p>LGBTQ+ awareness</p> <p>Healthy and unhealthy relationships</p> <p>Term 4 <b>Financial literacy / Politics</b></p> <p>Budgeting, income, debt &amp; credit</p> <p>Employment rights</p> <p>Democracy &amp; British Values</p> <p>Term 5 <b>Abuse, Bullying and Discrimination</b></p> <p>British values</p> <p>Bullying and strategies to address this</p> <p>Celebrating diversity</p> <p>Hate speech &amp; extremism</p>

	Social inequality
	Term 6 <b>Healthy Lifestyles</b>
	Screening programmes
	Drugs
	Addictions
	Road safety
	Managing safety abroad