

# ROYAL ALEXANDRA & ALBERT SCHOOL



## Relationship and Sex Education Policy

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

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**Governors' Committee Responsible:** Pupil Matters Committee

**Governor Lead:**

**Nominated Lead Member of Staff:** Deputy Head (Boarding & Pastoral)

**Status & Review Cycle:** 3 Years

Approved by Pupil Matters Committee	23 February 2021	
Review	Spring term 2024	

## Contents

1	Moral and Values Framework .....	2
2	Statutory Requirements and Policy Development .....	2
3	The Aims of Relationship and Sex Education .....	2
4	Roles and Responsibilities.....	4
5	The Relationship and Sex Education Curriculum .....	5
6	Organisation .....	7
7	Monitoring and Assessment .....	9
8	Specific Issues within RSE.....	9
9	Confidentiality and Child Protection Issues.....	10
10	Answering Difficult Questions .....	10
	Appendix 1: Key Stage 2 Topic Overview .....	12
	Appendix 2: Key Stage 3 – 4 Topic Overview .....	14
	Appendix 3: Key Stage 5 Topic Overview.....	16
	Appendix 4: Request for withdrawal form .....	17

## **1 Moral and Values Framework**

1.1. The Relationship and Sex Education (RSE) programme at the Royal Alexandra and Albert School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## **2 Statutory Requirements and Policy Development**

2.1. As a maintained school we must provide RSE to all pupils as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

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

2.2.1. Review

2.2.2. Head of PSHE and Deputy Head (Boarding & Pastoral) reviewed information including relevant national and local guidance

2.2.3. Consultation

- Governor consultation – governors at the Pupil Matters Committee were given the opportunity to review the policy and make recommendations
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting to ask questions about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE

2.2.4. Ratification

The policy was shared with governors and ratified

## **3 The Aims of Relationship and Sex Education**

3.1. Relationship and sex education should help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

3.2. The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

3.3. The aims of RSE at Royal Alexandra and Albert School are:

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

3.4. In this school RSE has three main elements, all of which are important for a balanced RSE program:

3.4.1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making

3.4.2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

3.4.3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

- The avoidance of unplanned pregnancy
- At no point will the aim of the RSE curriculum be to promote sexual activity.

## 4 Roles and Responsibilities

### 4.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headmaster to account for its implementation.

### 4.2 The Headmaster

The Headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7.1).

### 4.3 The Deputy Head (Boarding & Pastoral), Head of PSHE, Head of Junior School and Director of Sixth Form.

4.3.1 The Deputy Head and Head of Junior are responsible for ensuring that the policy and delivery of RSE are in line with statutory requirements in the Junior school for Key Stage 2.

4.3.2 The Deputy Head and Head of PSHE are responsible for ensuring that the policy and delivery of RSE are in line with statutory requirements in Key Stage 3 and 4.

4.3.3 The Deputy Head and Director of Sixth Form are responsible for ensuring that the policy and delivery of RSE are in line with statutory requirements in Key Stage 5.

Each of the above named will ensure that staff who deliver RSE are adequately supported to deliver RSE in a consistent and appropriate manner.

### 4.4 Staff

Staff are responsible for:

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

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 Headmaster.

#### 4.5 Pupils

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

### 5 The Relationship and Sex Education Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

#### 5.1 Spiral curriculum:

- A successful RSE programme focuses on key concepts which will ensure young people develop the necessary skills to understand difference and respect themselves and others. This is achieved at Key Stage 2 and Key Stage 3 through a spiral curriculum which introduces key concepts to pupils at a young age and covers these concepts repeatedly, with increasing degrees of complexity.
- This approach enables pupils to have access to vital concepts and knowledge regardless of when they join the school.

#### 5.2 Key Stage 2: (See Appendix 1 for unit overview.)

- Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them
- There are no compulsory sex education components for primary education

#### 5.3 Key Stage 3: (See Appendix 2 for unit overview.)

##### 5.3.1 Developing a healthy, safer lifestyle

Pupils cover the following topics, both within specific RSE lessons and across other parts of the curriculum including a structured PSHE programme of study:

- To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- How to keep healthy and what influences health, including the media
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles
- To recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressures, including knowing when and where to get help
- About the health risks of early sexual activity and pregnancy, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To be aware of exploitation in relationships

### 5.3.2 Developing good relationships and respecting the differences between people

Pupils cover the following topics, both within specific RSE lessons and across other parts of the curriculum including a structured PSHE programme of study:

- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- To recognise that goodwill is essential to positive and constructive relationships
- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults

## 5.4 Key stage 4:

### 5.4.1 Developing a healthy, safer lifestyle

Pupils cover the following topics, both within specific RSE lessons and across other parts of the curriculum including a structured PSHE programme of study:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertive skills to resist unhelpful pressure
- About the health risks of early sexual activity and pregnancy, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- How to develop good relationships and respect the differences between people

Pupils cover the following topics, both within specific RSE specific lesson and across other parts of the curriculum including a structured PSHE programme of study:

- To be aware of exploitation in relationships
- To be able to talk about relationships and feelings
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of healthy, stable relationships including marriage and other long-term relationships.

## 5.5 Key stage 5:

- To be aware of exploitation in relationships
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity

## 6 Organisation

- 6.1 RSE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.



- 6.2 PSHE Ground Rules are used in all PSHE and RSE lessons. These are laid out in the first lesson of every unit and introduce expectations and contextualisation for the unit. Though connected to the school's code of conduct, the ground rules specifically relate to RSE lessons.
- 6.3 The ground rules include (but are not limited to)
- No personal questions
  - Consideration about person revelations (this point is linked to Safeguarding Policy and well-being)
  - Use of correct names for body parts
  - Listen to and respect the opinions of others
  - Laugh with, not at
  - If you do not want to talk, you do not have to
  - Prejudice about faith, culture, gender and sexuality will not be tolerated
  - Information on where pupils can get further information and advice is to be included.
- 6.4 Confidentiality must be respected by all members of the classroom. However, both teaching and non-teaching staff must continue to follow the school's Safeguarding Policy. Pupils should be made explicitly aware of this during the first lesson and throughout the unit.
- 6.5 It has been agreed with the pastoral team that there is a zero-tolerance approach during the RSE units. A teacher may use the SIA call-out system as soon as they feel a pupil has breached the clear expectations about respectful conduct during RSE lessons. If a pupil is removed there will be a discussion between the Head of Junior School/Head of PSHE/Director of Sixth Form, classroom teacher and the Head of Year with regards to the suitability of the pupil returning to lessons for the RSE unit. The Enhanced Learning Team may be consulted where necessary.
- 6.6 The Head of PSHE will deliver annual training on the delivery of RSE which is supplemented by training from an outside specialist agency. This is compulsory for all PSHE teaching staff. Staff are reminded of the ground rules for RSE and the requirements with regards to confidentiality and safeguarding.
- 6.7 RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE). At the Royal Alexandra & Albert School the main content is delivered in the following ways:

## 6.8 Key Stage 2

6.8.1 RSE is delivered to all pupils in a specifically designed curriculum in the Summer Term. The schemes of work are delivered by all Junior School teaching staff; staff are supported in the best way to deliver the subject.

## 6.9 Key Stage 3 & 4

6.9.1 Delivered to all pupils in one lesson a week for a half term as part of a spiral curriculum.

6.9.2 RSE is delivered by a specialist team of pastoral leaders and Head of PSHE. RSE units of work are planned by the Head of PSHE with specialist advice from an outside expert.

## 6.10 Key Stage 5

6.10.1 RSE is delivered to all pupils through a series of lectures and workshops, the presenters of which are from inside and outside of the school and specialise in the specific areas covered.

## 7 Monitoring and Assessment

7.1 Elements of the sex education in the science curriculum are assessed formally.

7.2 Assessment and evaluation of the RSE programme delivered within the PSHE curriculum is conducted using a variety of activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

7.3 The Head of PSHE with support of the Deputy Head (Boarding & Pastoral) will monitor the RSE curriculum and its delivery using a variety of methods such as formal audits, coordination with recognised and approved specialist organisations and learning walks.

## 8 Specific Issues within RSE

### 8.1 Withdrawal

8.1.1 Parents of children in the Junior School do not have the right to withdraw their child/children from relationships education. At RAAS our Junior School pupils do not receive any non-statutory/non-science components of sex education within RSE.

8.1.2 Parents of children in the Senior School have the right to withdraw their children from the [non-statutory/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.

Requests for withdrawal should be put in writing to the Headmaster using the form in Appendix 3.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents and take appropriate action.

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

8.1.3 The Head of the Junior School (Key Stage 2), Head of PSHE (Key Stages 3 & 4) and Director of Sixth Form (Key Stage 5) will correspond with parents/carers on an annual basis. Correspondence is to include:

- Procedures for withdrawing a child from the RSE lessons if applicable
- An overview of the topics to be covered
- The option to explore any concerns and discuss any impact that withdrawal may have on the child

## **9 Confidentiality and Child Protection Issues**

9.1 As a general rule a child's or young person's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the pupil is at risk of harm or may have been harmed, then the member of staff must follow the guidance outlined in staff training and share their concern with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Lead. The DSL or DDSL will act as outlined in the Safeguarding Policy. All staff are familiar with the policy and protocols for identifying concerns and sharing them with the safeguarding team

## **10 Answering Difficult Questions**

10.1 Staff are aware that views around RSE related issues are varied. All teaching materials and resources are produced and taught without bias. All teaching will align with British values of tolerance, respect and equality.

Personal views shared will be respected, if they are shared in a respectful manner and do not breach the expectations outlined by school policy and the teacher.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion.

- 10.2 Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Pupils may also place any questions in the PSHE 'Post-Box' and will be addressed in the most appropriate manner using lessons or to the individual concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead if they are concerned.
- 10.3 Royal Alexandra & Albert School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

## Appendix 1: Key Stage 2 Topic Overview

<u>Theme</u>	YEAR 3 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 4 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 5 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	YEAR 6 BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO
<b>PHYSICAL CHANGES</b>	<ul style="list-style-type: none"> <li>• TO LEARN ABOUT THE LIFE CYCLE OF ANIMALS.</li> <li>• TO UNDERSTAND THE HUMAN LIFE CYCLE-INCLUDING BABY IN THE WOMB FOR 9 MONTHS, BABIES NEED FOR DEVELOPMENT, CHILDHOOD &amp; GROWING OLD.</li> <li>• LEARN ABOUT PERSONAL HYGIENE-HOW TO WASH PROPERLY.</li> <li>• UNDERSTAND THAT WE ARE IN CHARGE OF OUR OWN BODIES AND THAT WE HAVE THE RIGHT TO SAY NO (TRUST YOUR INSTINCT).</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN ABOUT PERSONAL HYGIENE, INCLUDING, BODY ODOUR- REGULAR CHANGES OF CLOTHES ESPECIALLY UNDERWEAR AND USING ANTI-PERSPIRANTS</li> <li>• SKINCARE-RELATIONSHIP TO DIET</li> <li>• NAME THE <b>EXTERNAL</b> SEXUAL PARTS</li> <li>• DISCUSS PREGNANCY – THE PERIOD OF GESTATION</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN ABOUT PHYSICAL BODILY CHANGES OF, A) GIRLS – PUBIC HAIR, BREASTS AND HIPS IN PREPARATION FOR BIRTH B) BOYS – MUSCLES, PUBIC HAIR, PENIS, VOICE CHANGE</li> <li>• LEARN ABOUT THE PREPARATION OF A WOMAN’S BODY FOR BIRTH.</li> <li>• DISCUSS SANITARY PROTECTION AND PERSONAL HYGIENE DURING MENSTRUATION AND OTHER.</li> <li>• UNDERSTAND THAT WE ARE IN CHARGE OF OUR OWN BODIES AND THAT WE HAVE THE RIGHT TO SAY NO (TRUST YOUR INSTINCT).</li> </ul>	<ul style="list-style-type: none"> <li>• NAME THE <b>INTERNAL</b> SEXUAL PARTS.</li> <li>• UNDERSTAND THE FUNCTION OF THE INTERNAL ORGANS E.G. THIS IS WHERE THE BABY GROWS.</li> <li>• DISCUSS PREGNANCY-THE PERIOD OF GESTATION.</li> <li>• UNDERSTAND HOW TO PREDICT YOUR PERIOD.</li> <li>• CONTINUE TO LEARN ABOUT PERSONAL HYGIENE, INCLUDING, BODY ODOUR- REGULAR CHANGES OF CLOTHES ESPECIALLY UNDERWEAR AND USING ANTI-PERSPIRANTS</li> </ul>

<p><b>EMOTIONS/ FEELINGS</b></p>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> </ul>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• DISCUSS STRATEGIES OF DEALING WITH FEELINGS.</li> </ul>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD AND ARE PREPARED FOR REPRODUCTION.</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• UNDERSTAND MOOD CHANGES IN ADOLESCENCE-SHOWING EMOTIONS AND FEELINGS AND RECOGNISING THAT BOYS CRY TOO AND GIRLS GET ANGRY.</li> </ul> <p>©</p>	<ul style="list-style-type: none"> <li>• CELEBRATE THE WONDER OF OUR BODIES – EXCITING HOW OUR BODIES GROW INTO ADULTHOOD AND ARE PREPARED FOR REPRODUCTION</li> <li>• EMPATHISE WITH THE FACT THAT PEOPLE CHANGE AT DIFFERENT TIMES.</li> <li>• EXPLORE CHANGING RELATIONSHIPS BETWEEN BOYS AND GIRLS.</li> </ul>
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<u>Theme</u>	<b>YEAR 3</b> BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	<b>YEAR 4</b> BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	<b>YEAR 5</b> BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO	<b>YEAR 6</b> BY THE END OF THE YEAR MOST PUPILS SHOULD BE ABLE TO
<p><b>PERSONAL RIGHTS &amp; Relationships</b></p>	<ul style="list-style-type: none"> <li>• LEARN HOW TOUCHING IS A SIGN OF AFFECTION</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS.</li> <li>• EXPLORE FRIENDSHIP- HOW WE RELATE TO EACH OTHER. HOW DO YOU SHOW SOMEONE THAT YOU'RE THEIR FRIEND? WHAT MAKES A GOOD FRIEND?</li> </ul>	<ul style="list-style-type: none"> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> </ul>	<ul style="list-style-type: none"> <li>• EXPLORE PLATONIC RELATIONSHIPS. HOW DO WE DEMONSTRATE AFFECTION?</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> </ul>	<ul style="list-style-type: none"> <li>• LEARN HOW TOUCHING IS A SIGN OF AFFECTION</li> <li>• DISCUSS INAPPROPRIATE TOUCHING BY CHILDREN AND ADULTS</li> <li>• LEARN ABOUT SEXUAL RELATIONSHIPS WITHIN THE CONTEXT OF A LOVING RELATIONSHIP (SINGLE OR MIXED SEX)</li> <li>• DISCUSS THE CHARACTERISTICS OF A FAMILY AND UNDERSTAND HOW THEY CAN BE DIFFERENT</li> </ul>

## Appendix 2: Key Stage 3 – 4 Topic Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn Term</b>	<p><b>Changing Relationships</b></p> <ul style="list-style-type: none"> <li>- Peer approval and its challenges</li> <li>- Forging and maintaining positive relationships</li> <li>- Protecting your own core values in changing relationships</li> </ul> <p><b>ICT Safety</b></p> <ul style="list-style-type: none"> <li>- How to use the internet safely and avoid dangers related to online media</li> </ul>	<p><b>Different Types of Relationships</b></p> <ul style="list-style-type: none"> <li>- Different set-ups of Family</li> <li>- Positive and healthy friendships</li> <li>- Rights in relationships incl. regarding intimacy</li> <li>- The possibility of relationship breakdown through loss or separation</li> </ul>	<p><b>Variety of Relationships</b></p> <ul style="list-style-type: none"> <li>- Positive and healthy friendships</li> <li>- Issues regarding unhealthy/toxic friendships</li> <li>- Commitment and Intimacy in stable relationships</li> <li>- Consent within relationships</li> <li>- Diversity of attraction and changing relationships</li> </ul>	<p><b>Safety in Relationships</b></p> <ul style="list-style-type: none"> <li>- Dealing with strong emotions</li> <li>- Values within families</li> <li>- Parenting skills and styles</li> <li>- The importance of healthy and freely chosen relationships</li> <li>- Consent in the context of relationships</li> <li>- The use contraception incl. responsibility when pursuing physical relationships</li> <li>- The issues connect with online bullying and abuse</li> </ul>	<p><b>Unintended Pregnancy and teenage parenthood</b></p> <ul style="list-style-type: none"> <li>- The challenges of teenage parenthood</li> <li>- How to deal with unintended pregnancy</li> <li>- The option of adoption</li> <li>- Abortion including legal, medical and emotional aspects</li> </ul>
<b>Spring Term</b>	<p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>- Criteria for healthy and stable relationships</li> <li>- Relationships/communication and teamwork</li> </ul>	<p><b>Sex, sexuality and sexual orientation</b></p> <ul style="list-style-type: none"> <li>- Appropriate terminology to discuss sexuality</li> <li>- Expectations and how to deal with them</li> <li>- Diversity of sexual relationships</li> <li>- The unacceptability of prejudicial language</li> </ul>	<p><b>Pressure, Persuasion and Coercion</b></p> <ul style="list-style-type: none"> <li>- The legal foundation of consent</li> <li>- The benefit of delaying sexual activity</li> <li>- Signs of pressure, persuasion or coercion in relationships</li> <li>- Appropriate reactions to coercion and support available</li> </ul>	<p><b>Trauma and Crises</b></p> <ul style="list-style-type: none"> <li>- The signs and dangers of domestic abuse</li> <li>- Appropriate support organisations</li> <li>- The challenges connected to breakup or loss in a relationship</li> </ul>	<p><b>Media Pressure, Sex and peer support</b></p> <ul style="list-style-type: none"> <li>- The portrayal of sex in the media</li> <li>- The impact the use and abuse of drugs can have on sexual decisions</li> <li>- Double standards regarding gender, including victim blaming</li> </ul>
<b>Summer Term</b>	<p><b>Different Types of Relationships</b></p> <ul style="list-style-type: none"> <li>- Different types of Family</li> <li>- Different types of Long-term relationships and commitment</li> <li>- Importance of Friendship</li> </ul>	<p><b>Consent</b></p> <ul style="list-style-type: none"> <li>- The legal age for sexual activity</li> <li>- Your rights as a young person</li> <li>- The dangers of coercion and abuse in relationships,</li> </ul>	<p><b>Contraception, Communication, Unintended Pregnancy</b></p> <ul style="list-style-type: none"> <li>- Communication within intimate relationships</li> </ul>	<p><b>Consent, Respect and Sex</b></p> <ul style="list-style-type: none"> <li>- Diversity in sexual attraction</li> <li>- The negotiation of consent in relationships</li> <li>- Respect of varying cultural expectations</li> </ul>	<p><b>Me and other People</b></p> <ul style="list-style-type: none"> <li>- Learning assertiveness within relationships</li> <li>- Managing unwanted attention and appropriate responses to it</li> </ul>

	<p><b>Fact of Fantasy?</b></p> <ul style="list-style-type: none"><li>- Challenges presented by the media's portrayal of relationships and sex</li></ul>	<p>including FGM and the support available</p> <ul style="list-style-type: none"><li>- The benefit of delaying sex</li></ul>	<ul style="list-style-type: none"><li>- The responsibility of negotiating contraception</li><li>- The dangers of unprotected sex</li><li>- Different options to deal with unintended pregnancy</li></ul>	<ul style="list-style-type: none"><li>- Assessing your own readiness for sex</li><li>- Support available regarding the challenges of different cultural expectations</li></ul>	
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### Appendix 3: Key Stage 5 Topic Overview

Please note that the order and timing of topics may be subject to change

	Year 12	Year 13
<b>Autumn Term</b>	<p style="text-align: center;"><b>Relationship Pressures:</b></p> <ul style="list-style-type: none"> <li>- Consent</li> <li>- Domestic violence: Physical, Emotional, Financial and Psychological</li> <li>- Healthy adult relationships</li> <li>- Listening</li> <li>- Respect</li> </ul>	<p style="text-align: center;"><b>Substance Abuse</b></p> <ul style="list-style-type: none"> <li>- Alcohol; the first days at university, responsible drinking, the facts behind alcohol and the impact on health and wellbeing</li> <li>- Drugs; the impact on the body, survivor stories, the path to addiction</li> </ul>
<b>Spring Term</b>	<p style="text-align: center;"><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>- What is wellbeing</li> <li>- Mindfulness</li> <li>- Health eating</li> <li>- The importance of work/life balance</li> <li>- Practical strategies to help wellbeing</li> </ul>	<p style="text-align: center;"><b>Sex</b></p> <ul style="list-style-type: none"> <li>- Sexually Transmitted Disease</li> <li>- Safe Sex &amp; contraception</li> <li>- Sex &amp; enjoyment</li> <li>- Health adult relationships</li> </ul>
<b>Summer Term</b>	<p style="text-align: center;"><b>Self-Image</b></p> <ul style="list-style-type: none"> <li>- The impact of the media</li> <li>- Peer pressure and sexuality / decisions around sex</li> </ul>	<p style="text-align: center;"><b>Stress &amp; Anxiety</b></p> <ul style="list-style-type: none"> <li>- How to spot signs of stress</li> <li>- How to spot signs of Anxiety</li> <li>- How to manage stress and anxiety</li> </ul>

### Appendix 4: Request for withdrawal form

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for request to withdraw from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents			