



community school
and sixth form

Relationship & Sex Education (RSE) Policy

Approved by Pastoral Committee on	7th March 2023
Next review date:	March 2024
Signed by Chair of Committee:	

THE WEALD SCHOOL RELATIONSHIP HEALTH SEX EDUCATION (RSHE) POLICY

The Weald Community School and Sixth Form is a 11-18 mixed comprehensive with around 1,800 students including a Sixth Form of about 350 students.

Date of policy: March 2023
Member of staff responsible: Matthew Fry
(*Head of Character and Culture*)
Review date: March 2024

1. Introduction

Relationship sex and health education (RSHE) is a very important and integral part of our life. Relationship and sex education is learning about the emotional, social and physical aspects of growing up. The term *relationship sex and health education (RSHE)* - is used in this policy rather than *sex education, relationship and sex education* . This is to stress that **our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships, sex, human sexuality, consent (what is acceptable and not), wellbeing and sexual health.**

Young people are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame. Crucially, learning should open up discussion about real-life situations. At The Weald School we work hard to deliver RSHE within the guidance outlined in both national and local documentation, whilst making the curriculum relevant to our young people.

Effective relationship sex and health education (RSHE) is essential if young people are to make responsible and well informed decisions about their lives. Effective RSHE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others and follow the law. RSHE will enable sexual health, sexual orientation and gender identity to be explored inclusively. It enables young people to mature, build confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSHE is underpinned by the ethos and values of The Weald School and we uphold it as an entitlement for all our students. We believe that all young people have a right to holistic, inclusive and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. We recognise the need to work with parents and carers to ensure a shared understanding of RSHE and to deliver an effective and personalised programme that meets the needs of our students.

The information below complies with our statutory obligations to deliver RSHE under sections 34 & 35 of the Children and Social Work Act 2017 that makes Relationships Education compulsory for all students. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. The policy complies with the statutory Guidance on RSHE but goes beyond what is required, drawing on good practice, evidence-based approaches and the The Weald Schools values and vision for an inclusive education.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our students. This policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour policy
- Drug policy
- Equality policy
- Child protection and safeguarding policy
- Science curriculum policy
- Online safety policy

All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in relationships, health and personal development discrete lesson. *(See 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124. With this in mind it will not be possible for a member of staff to withdraw a student from a discretely taught relationships health and personal development lesson without express permission from the coordinator of relationships health and personal development.*

2. Equality, inclusion and social justice

We believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the cultural background of all students when teaching RSHE. Inclusive RSHE at The Weald School will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

Young people may have varying needs regarding RSHE depending on their circumstances and background and all members of The Weald School are of equal value and the

curriculum is inclusive. The school strongly believes that all students should have access to RSHE that is relevant to their particular needs.

3. Definition of relationships and sex education

RSHE should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSE Guidance, p25)

We define **relationship education** as learning about the physical, social, legal and emotional aspects of human relationships. This would include things like friendships, attraction, and romance, types of families, family life, sexuality and committed relationships, intimate relationships and consent as well as keeping safe on and off line.

We define **sex education** more about learning the ‘facts’ i.e. the knowledge of human reproduction, contraception, safer sex and sexual health.

We take the approach that Relationships Health and Sex Education are best approached in an integrated way considering gender equity and human rights. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other.

4. RSHE elements

Guidance suggests that RSHE should have five main elements as follows:

FAMILIES

Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

Students should know:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

ONLINE AND MEDIA

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online.

BEING SAFE

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH

Students 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.
- 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 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.
- how the prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Source: Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance 2019

3. Curriculum and Teaching of RSHE at The Weald School

The RSHE programme will be delivered as part of the school's whole school approach to relationships, health and personal development. The main programme of study will be taught as a discrete subject in relationship health and personal development lessons and covers a wide range of topics. RSHE is also delivered through science and small parts in RS, PE, Food Technology, Computer Science, English and drama as well as form time and assemblies. Relationship Health and Personal Development is taught in mixed gender and ability groups fortnightly or weekly.

- Year 7 Weekly
- Year 8 Weekly
- Year 9 Fortnightly
- Year 10 Fortnightly
- Year 11 Weekly
- Sixth Form Fortnightly

The RHPD curriculum is developed by the Head of Character and Culture in conjunction with the views of teachers, students, parents and national research, national and local agendas including agencies such as the Police, Home Office etc.

The programme learning aims and outcomes originate from the Department for Education - RSHE statutory guidance in conjunction with the PSHE Trade Association learning outcomes

and will meet the learning objectives outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

Resources are developed in a number of ways and pulled together from a number of Weald School and where possible DfE approved organisations including, but not limited to:

- Teachers
- The PSHE Association
- Government bodies and other public sector institutions i.e. Police Forces, NHS, DfE
- Charities and other not for profit organisations
- Online resources i.e. TES and developed in house

Materials used are carefully chosen and will meet our legal duties regarding political impartiality and will reflect The Weald ethos and values of modern society. Teachers will support student's ability to form their own views and opinions promoting shared principles that underpin our society such as diversity, tolerance and respect. Teachers will use their own reasonable judgement when it comes to balance. It is preferable, where practical, to present students with a reasonable range of views on a political issue.

Where possible teachers should avoid expressing their own personal political views to students unless they are confident this will not amount to promoting that view to students. Where staff do share their personal political views, they should ensure that this is not presented as fact and note that there are opposing views which pupils may wish to consider.

Although, this doesn't mean that different views are always given equal time in teaching or cannot be critically assessed. When taking steps to ensure balance we aim not to do anything that would be clearly inappropriate or undermine effective teaching. We always continue to challenge misinformation and extreme views, such as those based on discrimination, intolerance, prejudice and against British values. We will always focus on the needs of our students when deciding how to teach about controversial subjects.

When choosing external resources we consider if:

- it aligns to the DfE teaching requirements set out in the statutory guidance
- supports students in applying their knowledge in different contexts and settings
- is age-appropriate
- is evidence-based and contains robust facts and statistics
- fits into our curriculum plan
- is from a credible source

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND and be quality assured by qualified teachers and/or evidence based.

Within relationships, health and personal development lessons a variety of teaching and learning methods are employed to engage all students at an appropriate level and materials used are drawn from a wide and varied source. Ground rules are established within personal development lessons at the start of the year and are referred to throughout any RSHE work.

Teaching uses various resources and sources of information to plan a strong, relevant and appropriate programme. Distancing techniques such as being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows

students to explore their feelings about issues safely, because they are not speaking or acting as themselves.

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate; they will follow the school behaviour for learning policy and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal, teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

Internal data and external data from sources such as and not limited to the 'The Weald Safety Audit/ The Weald Sexual Harassment Survey', internal data, behaviour and safeguarding reports and the 'The West Sussex Lifestyles of 14 to 15 Year olds' are used to inform and identify areas to be developed and for normative messages to promote positive choices, health and safety.

All staff new to the school are supported through three relationships, health and personal development training sessions. All training needs are reviewed on an ongoing basis to assist in professional development, policy compliance or personal need. Further training takes place during termly teacher meetings and INSET opportunities.

Student voice is central to the culture and ethos of The Weald School. We use student voice to evaluate how relevant and engaging RSHE is to our young people's lives. Throughout RHPD schemes of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that students listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

A brief overview of RSHE can be seen in the appendix and a more detailed version of the relationship, health and personal development curriculum can be obtained on request from the Head of Character and Culture.

Visitors to the classroom

Occasionally, the relationship and health personal development curriculum is enriched via outside speakers such as the sexual health clinics, the school nurse and police.

Where outside speakers are used, the Head of Character and Culture meets the speaker, reviews all teaching materials and makes the speaker aware of the RSHE policy of the school prior to the visit. All visitors must have appropriate DBS checks as required.

Other services and access to information - Relationships, health and personal development enhancement

All students are entitled to RSHE provision. Some additional RSHE is provided through small group work sessions with specific, vulnerable and SEND students and delivered by trained staff such as our Heads of House and support staff, learning support team, and on an individual basis with the school nurse/counsellor, and other outside agencies, such as sexual health professionals. Small group work or individual support is a vital element of meeting the needs of individual students and intervention. Outside agencies and speakers are involved in inputting to RHPD lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We work in partnership with the agencies and promote relevant helping agencies that students can access.

There may be occasions where RSHE for some groups takes place offsite, outside of the school setting, in a suitable venue such as a sexual health clinic. Parents and carers are informed and permission sought unless it is deemed inappropriate or dangerous to the student to do so, as decided by the safeguarding lead.

Throughout all lessons, group work and individual work students are signposted to local and national services as appropriate.

Ethnic and Cultural Groups

We intend our policy and teaching to be sensitive to the needs of different groups. We will also ensure that we take into account the ethnic and cultural background of all students when teaching RSHE. We respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities

All young people have the right receive relationships, sex and health education, and provision is offered appropriate to the particular needs of individual students, taking specialist advice where necessary.

Sexual Identity, Sexual Orientation and Gender Identity

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. We take care not to confuse the difference between the complexities of birth sex, sexual identity, sexual orientation and gender identity. We believe transgender, cisgender, non-binary and gender-diverse people should be able to express themselves freely and should never be judged as a result.

Young people, whatever their developing sexuality or identity need to feel that relationship, sex and health education is relevant to them.

Working with Parents and Carers

Parents' and carers' support is important to the success of our RHPD programme. Students are encouraged to talk about the RSHE curriculum with parents and carers. Our RHPD curriculum, including RSHE, is available on our website so that parents and carers can see what content is being delivered and the policy is available to download from the school website. We notify parents when RSHE will be taught using school communications such as email or letter.

Right to be excused from sex education

We work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision their concerns are addressed and any fears they may have are allayed.

Parents and carers have the right to request and excuse their child/children from sex education with the exception of those parts that are included in the statutory Science National Curriculum. There is no right to withdraw from Relationship and Health Education at secondary level and we believe the content of these subjects - such as family, friendship, relationships, feelings, sexuality, gender identity, consent, harassment, keeping safe, laws, media safety and ways to maintain a healthy lifestyle - are important for all children to be taught.

Please note that parental and carer right to exclude is limited up to and until three terms before the child turns 16 (typically Year 11). After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Any parent or carer wishing to excuse their child/children should put their request in writing to their child's Head of House and to the Head of Character and Culture for consideration. A meeting will then be arranged to discuss concerns and make suitable alternative arrangements. Should a parent wish to view the materials prior then a request can be made in writing to the head of RSHE.

There are huge personal and social benefits of a young person receiving RSHE education; any withdrawal may have detrimental effects on the child. This could include any social and emotional effects of being excluded, 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.

SEND should not be a consideration in deciding whether to grant a parental request, however there may be exceptional circumstances where the school will take this into account when making a decision.

Students withdrawn from RSHE will carry out other independent relationship, health and personal development related work in an appropriate area of the school.

Please note: Relationship sex and health topics can arise incidentally in other subjects, lessons and situations and it is not possible to withdraw students from these relatively limited and often unplanned discussions.

5. Morals and values framework

To assist the school in meeting our objectives of Opportunity and Community our approach to RSHE is conducted within a clear morals and values agenda based on the following principles:

- To respect the value of stable and loving relationships
- To maintain being safe and healthy
- To respect, show understanding and empathy towards others who may have different backgrounds, religions, cultures, sexuality, gender, feelings and views
- To assist in developing the skills needed for healthy and safe relationships, including sexual relationships, based on mutual consent, rather than coercion
- To develop the skills necessary to make choices based on an understanding of difference and an absence of prejudice and to develop an appreciation of the consequences of choices made
- To respect the right not to be abused by other people or be taken advantage of
- To assist in harm reduction of social media influences and peer pressure in relation to relationships, consent, harassment and other child on child abuse.
- The right of people to follow their own sexuality and gender identity
- To explain the differences between biological sex and gender
- To respect that everyone has a sexual orientation and biological sex, and has the right to have their chosen gender identity and gender expression recognised, and that everyone is different
- To challenge gender and racial stereotypes
- To not assume that all students are heterosexual or that there are no trans students in the class
- To avoid making assumptions about sexual orientation and gender identity, either about students or in lesson topics. *For example, assuming that all characters in a book are straight or that everyone in the class has a mum and a dad*
- To endeavour to avoid making distinctions between boys and girls. *For example, don't separate boys and girls for activities or use language such as 'ladies and gents'*
- To be well informed about the law to be equipped to make decisions for themselves and own lives in the future as responsible citizens
- To include examples and information that is relevant to ALL members of The Weald community when talking about issues such as relationships, consent and safe sex
- To encourage all students to feel positive about themselves and their bodies
- To address specific national and local health priorities

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSHE

- Be free from homophobic, biphobic, transphobic and racial bullying alongside other forms of bullying and prejudice
- An atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Talk about different relationships and family structures such as same-sex marriages, adoption and fostering and single-parent families
- An equal opportunity to explore the features of stable and healthy same-sex relationships
- Access to help from trusted adults and helping services e.g. school nurse, school counsellor

RSHE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSHE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias and will be based on clear morals and values.

We endeavour to have an approach that is educational, rather than one based on propaganda. We respond to the needs of students through student voice, audits/evaluation, forums and use of local data and advice from service professionals.

We recognise that parents are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents and students.

5. A whole school approach

All groups who make up the school community have rights and responsibilities regarding RSHE. In particular:

The Senior Leadership Team (SLT) will endeavour to support the provision and development of RSHE in line with this policy by providing leadership and adequate resourcing.

The designated Head of Character and Culture will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff (all) are involved in the school's RSHE provision. Some will teach RSHE through the relationship, health and personal development (RHPD) programme, through tutor time and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences difficulty regarding relationship issues. Teachers will be consulted about the school's approach to RSHE and policy and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Non-teaching staff may be involved in a supportive role in some RSHE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSHE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSHE provision and policy and have regular reports at Governor's meetings.

Parents/carers have a legal right to view this policy and to have information about the school's SRE provision. They also have a legal right to excuse their child/children (see section 3). The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSHE will encourage dialogue between parents/carers and their children.

Head of Houses / Heads of Year/The school nurse / The school counsellor/ Youth Prevention Officer all play a key role in RSHE both in terms of input into lessons, CPD and provision of pastoral support for students. The school will work in ongoing consultation and partnership with all parties.

Students have an entitlement to age and circumstance appropriate SRE and to pastoral support. They will be actively consulted about their SRE needs and their views will be central to developing and influencing the provision.

6. Confidentiality

RSHE should take place in a safe and supportive environment that allows for suitable discussion of potentially sensitive topic matters without embarrassment. Students should also be made aware that we all have different experiences and that mutual respect is essential. Ground rules are established in all Personal Development classes and confidentiality and respect are always included.

However, students are made aware that teachers cannot guarantee complete confidentiality and should be reminded of this at intervals during personal development lessons. Staff have a duty of care to the students they work with and therefore if a student makes a disclosure that causes a concern for the student's or another student's safety then that member of staff will follow the school's Safeguarding and Child Protection Policies.

7 Monitoring and evaluation

This policy will be reviewed at least every three years or when government legislation or guidelines change.

We regularly monitor our RHPD schemes of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Sex and Health Education guidance, and that learning outcomes are reflective of student need.

This policy will be reviewed by the school's leadership team in conjunction with the Head of Character and Culture and Governors on a regular basis. If changes are needed, members of staff, parents/carers and students will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations/drop ins/learning walks
- Work and planning scrutiny
- Looking at samples of students' work
- Analysing student attendance in lessons

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback including:

- Teacher evaluation and feedback of lessons and the overall RHPD programme
- Teacher meetings
- Evidence from lesson observations
- Feedback and evaluation by students (for example student interviews, questionnaires/ surveys, focus groups or using student question boxes.)
- Scrutiny of student assessment records
- Sampling student work, reflection books and portfolios

8. Assessment

The Weald School uses a range of assessment methods to get regular feedback on student progress in the RHPD programme. We also use student assessment to identify where pupils need extra support or intervention. Students need opportunities to reflect on their learning and its implications for their lives. Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs. Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used and not limited to include:

- Baseline assessments to gauge prior and post knowledge and understanding
- Assessment for learning over the course of a lesson or series of lessons (*Draw, write, graffiti walls, mind maps, post it notes, leaflet design, diamond nines, case studies, role play scenarios, advice columns, presentations, review sheets, sentence stems, rounds, poems, songs etc.*)
- Attitudinal continuums and ranking
- Measuring unit progress and unit endpoint assessments
- Peer assessment
- Self-assessment
- Use 'I can' statements
- Reflection booklets / Exercise books
- Google forms, quizzes
- Formative discussion
- Teacher messy mark books

9. How was this policy developed?

This latest policy was created in conjunction with the School Council, students, staff, and parents as well as information from the PSHE Association “*Writing your school’s relationships and sex education (RSHE) policy September 2018*” and “*The National Education Union, Relationships and Sex Education (RSHE) A model policy for secondary schools in England Accessed Online 2022J*”. This policy takes full account of the school’s legal obligations and the latest DfE guidance ‘*Relationships Education, Relationships and Sex Education (RSHE) and Health Education July 2019.*’

Developed in association with others who give support in school:

- School Governors
- Senior Manager(s) in charge of pastoral care
- Heads of House
- Heads of Year at all key stages
- Form Tutors
- Relationship, Health and Personal Development teachers
- Subject Leaders of subjects that contribute to RSHE teaching
- School Counsellor

All of the above will receive a copy of this policy. Copies will be kept in the School Office and online downloadable from the school website.

The documents that inform the schools RSHE policy includes:

- ‘Relationships Education, Relationships and Sex Education (RSHE) and Health Education 2019
- DfE - Plan your relationships, sex and health curriculum 2020
- Education Act 1996
- Learning and skills Act 2000
- Education and inspections Act 2006
- Equality Act 2010
- Supplementary guidance SRE for 21st Century 2014
- Ofsted Review of sexual abuse in schools and colleges 2021
- Keeping children safe in education - statutory safeguarding guidance 2022
- Children and social work Act 2017
- DfE - What you need to know about political impartiality in schools 2022

9. Sources of further information

This policy has drawn on:

- *Guidance on producing your school’s SRE policy - PSHE Association 2018’*
- House of Commons Library - Sex and Relationship Education in Schools, SN/SP/610315 October 2014 by Robert Long
- Sex and relationships education (SRE) for the 21st century Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

- PSHE Association 2017 -Writing your school's relationships and sex education (RSHE) policy
- The National Education Union, Relationships and Sex Education (RSHE) A model policy for secondary schools in England [Accessed Online 2022]
- Stonewall - Getting Started By Francesca Hall
- Sex Education Forum SRE policy guidance - Sept 2014
- West Sussex Healthy Schools Education Programme

These documents, further copies of this policy and other information about Relationships, health and Personal Development can be obtained from (Matthew Fry), the Head of Character and Culture.

APPENDIX 1

THE TAUGHT RSHE PROGRAMME

The RSHE programme is delivered as part of the school's approach to Personal Development.

1. Aims of the programme

The overall aims of the RSHE programme are:

1. To provide accurate information about, and understanding of, RSHE issues.
2. To dispel myths.
3. To explore a range of attitudes towards RSHE issues and to help students to reach their own informed views.
4. To develop respect and care for others.
5. To empower students to make informed choices
6. To increase student's self-esteem.
7. To be aware of the legislation
8. To develop skills relevant to effective management of relationships, sexual situations and consent. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

2. Place in the curriculum

The main RSHE programme is delivered through Relationship Health and Personal Development [RHPD] lessons by a team teaching staff. There is a training programme for all new teachers and this is extended to student teachers and the more experienced. In addition, certain biological aspects are delivered through Science lessons and other aspects of RSHE arise in RS, PE, Computer Science, Food Technology, English and Drama curricula.

3. Content and learning objectives

The RSHE programme provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PHPD education.

Our curriculum is based on the three core themes based on the PSHE Association Programme of Study:

- **Health and wellbeing**
- **Relationships**
- **Living in the wider world**

Whilst our framework distinguishes three separate core themes, there is extensive overlap. For example, Relationships and Sex Education (RSHE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. To cover the curriculum content outlined in the RSE Guidance 2019, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

4. Methodology and resources

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

5. Answering questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers use their skill and discretion to decide about whether to answer questions in class and, if so, how. They establish clear parameters of what is appropriate and inappropriate; they follow the schools behaviour for learning policy and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal, teachers remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk, safeguarding procedures should be followed according to policy.

APPENDIX 2

Relationships Health and Personal Development [RHPD] Curriculum Road Maps 2022

Year 7	
TERM 1	
1	New beginnings Transition - New beginnings
2	New beginnings Let's get going
3	New beginnings Celebrity
4	New beginnings Build friendships
5	New beginnings I'll be there for you
6	New beginnings Friends Listen
7	Who am I? Am I normal? Puberty and hygiene
8	Who am I? Am I normal? Family life
9	Who am I? Am I normal? Romance
10	Who am I? Am I normal? Unhealthy relationships
11	Who am I? Am I normal? Bullying - Getting it,
12	Who am I? Am I normal? Bullying - Watching it!
13	Who am I? Am I normal? Bullying - Doing it!
14	Who am I? Am I normal? Friendships changing , breaking up
TERM 2	
1	Who am I? Am I normal? What's in a face
2	Who am I? Am I normal? My Feelings - Tame them
3	Who am I? Am I normal? Media effects
4	Resilience Thoughts and feelings, self-talk
5	Resilience Thinking Brain - Mind-set
6	Resilience Accuracy of beliefs - Pessimistic Vs Optimistic
7	Resilience Putting it in perspective - Catastrophic thinking
8	Resilience Challenge unhelpful thinking - Use Evidence
9	Resilience Flexible thinking based on evidence
10	Resilience Overcoming Emotions - Strategies to use in conflict
11	Resilience Coping strategies and visualised relaxation techniques
12	Under Pressure Self-assertion
TERM 3	
1	Under Pressure Peer pressure
2	Under Pressure Peer pressure and groupthink
3	Under Pressure Attitudes towards smoking & E- cigarettes
4	Under Pressure Volatile substances, Psychoactive Substances
5	Under Pressure Alcohol
6	Health FGM (Female Genital Mutilation)
7	Health First aid
8	Health First aid CPR
9	Health Burns bleeds and choking
ACE WEEK	
10	Living in the wider world Diversity
11	Living in the wider world, British values Does it matter? Beliefs and Values

12	Living in wider world - Managing budgets
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Year 8

TERM 1	
1	Connections A new school year, Just who do you think you are?
2	Connections Friendship maintenance secrets and lies
3	Connections Self-assertion and negotiation
4	Connections Peer on Peer Abuse
5	Connections Sexual exploitation
6	Connections Cyberbullying
7	Connections Sexting
8	Naughty, naughty Criminal exploitation
9	Naughty, naughty Exploring attitudes and values
10	Naughty, naughty What can drugs do
11	Naughty, naughty Cannabis
12	Naughty, naughty Substances and the law!
13	Naughty, naughty Substance investigation help and support
14	Careers Future Jobs

TERM 2	
15	Careers My Dream Job
16	Careers Year 8 Options
17	Careers My Interests, My Subjects
18	Knowing me The brain and neuroplasticity
19	Knowing me Brain - Control centre skills
20	Knowing me Emotional needs and anger
21	Knowing me Cup of needs
22	Knowing me Feel good chemicals
23	Knowing me Balance of life Stressors
24	Knowing me Helping yourself, others, respond in the moment
25	Knowing me Body and self-esteem
26	Knowing me Self harm

TERM 3	
27	Knowing me Bereavement and grief
28	Knowing me Divorce
29	Relationships and sex education Romance and attraction
30	Relationships and sex education Attraction sexuality and gender identity
31	Relationships and sex education Un-healthy relationships
32	Relationships and sex education Acceptable vocabulary
33	Relationships and sex education What do I need to know?
34	Relationships and sex education Myths, stereotypes opinions and discussion
35	Relationships and sex education The Law, Sex and The Internet
ACE WEEK	
36	Relationships and sex education What does that do? Contraception
37	Relationships and sex education My thoughts and feelings about what it does?
38	Relationships and sex education Power of no - Unwanted pressure and consent

Year 9

TERM 1	
1	Wellbeing - Putting things into perspective and dealing with change
2	Wellbeing - Mental Health
3	Wellbeing - Peer Pressure
4	Wellbeing - Sexting
5	Wellbeing - Vaping
6	Wellbeing - Cannabis and substance risks
7	Wellbeing - Alcohol and risks

TERM 2	
1	Wellbeing - British Values - Knives and gangs
2	Relationship, Sex & Health Education - What do we need to know about sex?
<i>Careers Speed Networking - Off Timetable Event - TBA</i>	
3	Relationship, Sex & Health Education - What is normal in a teenage relationship?
4	Relationship, Sex & Health Education - Working out relationships
5	Relationship, Sex & Health Education - Consent
6	Relationship, Sex & Health Education - Sexuality - LGBTQ+

TERM 3	
1	Relationship, Sex & Health Education - Prejudices - Sexuality & gender
2	Relationship, Sex & Health Education - Parenting and family life?
3	Relationship, Sex & Health Education - Parenting it's a scream - the effects of pregnancy on young people
4	Relationship, Sex & Health Education - Sexually Transmitted Infections
5	Relationship, Sex & Health Education - Choices - termination, adoption versus parenting
6	Relationship, Sex & Health Education - Fantasy Vs Reality - societal attitudes towards pornography

Year 10

TERM 1	
1	Wellbeing - How can PD help me?
2	Wellbeing - Beat stress
3	Well Being - Have I got it right? Strategies for revision
Careers - Work Experience Launch - TBC	
4	Wellbeing - What is normal? Societal expectations of self
5	Well Being - Breast and Testicular Cancer - *Timings vary during year
6	Wellbeing - Game of Risk - personal safety, drug misuse, smoking and underage sex
7	Wellbeing - Alcohol - what is not healthy!

TERM 2	
1	Wellbeing - Substances - Make the right choices and the law
2	Wellbeing - County Lines - Criminal exploitation
3	Wellbeing - Peer on Peer Abuse - Cyberbullying

4	Wellbeing - Peer on Peer Abuse - Sexual harassment
5	Careers - Challenging Career Stereotypes
6	Careers - My Personality, My Career

TERM 3	
1	Careers - Work Experience Preparation
2	RSHE - Starting a sexual relationship
3	RSHE - Consent and coercive control
4	RSHE - Contraception and STI recap
5	RSHE - Blurred lines, unreal expectations - Pornography
Work Experience Week	
6	Careers Work Experience Debrief

Year 11

TERM 1	
1	Wellbeing - Stress and the five wells
2	Wellbeing - Flexible thinking
3	Wellbeing - Mindfulness physical
4	Wellbeing - Social Well being
5	Wellbeing - Self perception
6	Being Safe - Because I'm worth it! Alcohol - Respect it!
7	Being Safe - Matter of choice - Substances
8	Careers - CV Writing 101
9	Careers - CV Writing Practice
10	Careers - Making Post-16 Applications
Being Safe - Safe Drive (Off Timetable Event)	
11	Careers - Interview Preparation
12	Careers - Virtual Interview Practice
13	RSHE - Family conflict
14	RSHE - Relationships, law, sex, dating and the internet

TERM 2	
1	RSHE - Sexual health, fertility and routes to parenthood
2	RSHE - Managing relationship conflict and breakups
3	RSHE - Addressing relationship abuse
4	RSHE - Consent and rape
5	RSHE - Pressure, persuasion and coercion
6	RSHE - Coercive control
7	RSHE - Sexual harassment
8	RSHE - Victim blaming
9	Living in the wider world - Banking, saving and investments
10	Living in the wider world - Credit and interest
11	Living in the wider world - Mortgages Vs Renting
12	Living in the wider world - Economic Wellbeing-Pay/self-employment/tax
13	Keeping Safe - Body modification / Cosmetic Surgery

TERM 3	
1	Keeping Safe - Screening for diseases / vaccination
2	Keeping Safe - Gambling
3	Keeping Safe - Extremism

4	Keeping Safe - Internet subcultures
5	Keeping Safe - First Aid - <i>Recovery and CPR</i>
6	Keeping Safe - First Aid - <i>Safe on a night out</i>

Year 12

TERM 1	
1	New Beginnings - Introduction to Sixth form
2	RSHE - Healthy and unhealthy relationships
3	RHSE - Managing relationship conflict and breakups
4	RSHE - Trust, sexual encounters and image sharing
5	RSHE - Harassment, rape culture and stalking
6	RHSE - Toxic Masculinity
7	RSHE - Safe Drive

TERM 2	
1	Our Community - Gender Equality
2	Our Community - Race Equality
3	Careers - Student Finance 101
4	Careers - What Are My Post-18 Options?
5	Careers - My Post-18 Options Research
6	Careers - Work Experience Preparation
Weald Future Choices Fair	
Apprenticeship and University Careers Fair - <i>Off Timetable</i>	
Uni Day - <i>Off Timetable</i>	
Oxford and Cambridge Student Conference - <i>Off Timetable</i>	

TERM 3	
Year 12 Work Experience	
Entrance Exam Fortnight	
1	Keeping safe and healthy - Felt cute, might delete l8tr!
2	Keeping safe and healthy - Sexual Health
3	Keeping safe and healthy - Festivals
4	Keeping safe and healthy - Safety on a night out

Year 13

TERM 1	
1	My Success - Sixth Form Mind-set
2	My Success - Prepping for success
3	Careers - Writing a Cover Letter

4	Careers - Tailoring My CV
5	Careers - Assessment Centre Preparation
6	Personal Wellbeing - Coping with stress
7	Personal Wellbeing - Mental health

TERM 2	
1	Personal Wellbeing - Body modification +
2	Life Skills - Healthy, Unhealthy and Coercive relationships
3	Life Skills - Consent, sexual assault and rape
4	Life Skills - Sexual harassment and stalking
5	Life Skills - Substances and exploitation
6	Careers - Networking and Personal Branding

TERM 3	
1	Independent Living - Budgeting on a budget and maintaining a healthy diet
2	Independent Living - Bank accounts and credit
3	Independent Living - Mortgages

APPENDIX 3

KEY STAGE 3

Core Theme 1. Health and wellbeing

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

H4. simple strategies to help build resilience to negative opinions, judgements and comments

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to

disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

- H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
- H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society
- H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection
- H21. how to access health services when appropriate
- H22. the risks and facts 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 subject to FGM
- H30. how to identify risk and manage personal safety in increasingly independent situations, including online
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
- H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
- H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
- H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

Core Theme 2. Relationships

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4. the difference between biological sex, gender identity and sexual orientation
- R5. to recognise that sexual attraction and sexuality are diverse
- R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. 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

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

KEY STAGE 4

Core Theme 1. Health and wellbeing

Student learn and build upon KS3

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others

H26. the different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)

H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)

H29. to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services

H30. about healthy pregnancy and how lifestyle choices affect a developing foetus

H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors

H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Core Theme 2. Relationships

Student learn and build upon KS3

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

- R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
- R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- R11. strategies to manage the strong emotions associated with the different stages of relationships
- R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- R15. the legal and ethical responsibilities people have in relation to online aspects of relationships
- R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- R17. ways to access information and support for relationships including those experiencing difficulties
- R18. about the concept of consent in maturing relationships
- R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
- R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- R26. the reasons why people choose to adopt/foster children
- R27. about the current legal position on abortion and the range of beliefs and opinions about it

- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29. the law relating to abuse in relationships, including coercive control and online harassment
- R30. to recognise when a relationship is abusive and strategies to manage this
- R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- R34. strategies to challenge all forms of prejudice and discrimination

- R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- R36. skills to support younger peers when in positions of influence
- R37. to recognise situations where they are being adveRSHEly influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

- L22. that there are positive and safe ways to create and share content online and the opportunities this offers
- L23. strategies for protecting and enhancing their personal and professional reputation online
- L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this
- L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
- L27. strategies to critically assess bias, reliability and accuracy in digital content
- L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
- L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Key Stage 5

Core Theme: Health and Wellbeing

** at key stage 5 we assume that students have already covered those in key stage 4*

- H1. skills and strategies to confidently manage transitional life phases
- H2. to recognise how idealised images of bodies and pressure to conform, can adveRSHEly affect body image and self-esteem; strategies to manage this pressure
- H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

- H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]
- H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
- H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
- H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation'
- H10. how to register with and access health services in new locations
- H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
- H12. how to maintain a healthy diet, especially on a budget
- H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
- H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely
- H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements
- H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
- H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships
- H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)
- H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
- H21. to manage alcohol and drug use in relation to immediate and long-term health
- H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

H24. the risks of being a passenger with an intoxicated driver and ways to manage this

Core Theme: Relationships and Sex Education

R1. how to articulate their relationship values and to apply them in different types of relationships

R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion

R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

R4. to manage mature friendships, including making friends in new places

R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online

R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy

R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'

R8. to use constructive dialogue to support relationships and negotiate difficulties

R9. to manage the ending of relationships safely and respectfully, including online

R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)

R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent

R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age

R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner

R16. how to effectively use different contraceptives, including how and where to access them

R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)

R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

- R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
- R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
- R23. strategies to recognise, de-escalate and exit aggressive social situations
- R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
- R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

- L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
- L21. to effectively challenge online content that adversely affects their personal or professional reputation
- L22. to build and maintain a positive professional online presence, using a range of technologies
- L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
- L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
- L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

Source: PSHCE Association, programme of study for PSHE education key stages 1-5 [2020]