

# Relationships and sex education policy

St Anne's Catholic School and Sixth Form College



<b>Approved by:</b>	Full Governing Body
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<b>Owner:</b>	Julian Waterfield

## **Policy into Practice**

RSE is mainly delivered by our RE department. Sometimes we use our Curriculum Enrichment Days to give more dedicated time to topics. However, we recognise that the first teachers of all young people are their parents. We make sure parents are fully aware of what is going to be discussed and when. We welcome dialogue with parents when they want to be clear on a point.

It is important to prepare our young people for life in 21<sup>st</sup> century Britain. We understand that staff in schools are often at least a generation away from our young people and so use external agencies where possible to deliver their expertise. However, these agencies always agree to respect our faith background.

We know that relationships are more than about sex or even romantic relationships. Giving our young people the tools to develop healthy and appropriate relationships in all areas of life is an important part of personal development.

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## 1. Aims

Relationships education is central to education at St Anne's, as we enable each individual to develop his or her full potential to be able to 'live life to the full' (vision statement). Through the gospel, God has been revealed as love: love within the Trinity and love reaching out in Christ to all people. Stemming from our vision of what it means to be human, we seek to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically and physically towards Christian maturity. Without the ability to understand ourselves and to reflect upon our relationships with others, we cannot develop our full potential.

Our vocabulary for this is from the Christian tradition but the spirit behind it is that shared by many different religious and non-religious worldviews.

We acknowledge that PSHE and sex education are underpinned by a theology of relationships, which is a doctrine underpinned by Biblical teaching and natural law.

Relationships and sex education at St Anne's seeks to:

- Offer students a Catholic Christian framework of values that helps them to make their own, informed decisions
- Acknowledge the complexities of modern society and the diversity of modern Britain and the school community
- Provide a framework in which sensitive discussions can take place and to develop their confidence in talking, listening and thinking about feelings and relationships
- 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

## 2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At St Anne's we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

In a Catholic school, we recognise parents as the first educators in the formation of their children. We recognise the centrality of Biblical teaching and natural law. We recognise the importance of our role in educating people of all backgrounds.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary without changing the main body of the policy.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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.

## 6. Delivery of RSE

RSE is taught within the personal, social, health education (PSHE) curriculum, which is delivered by the RE department. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendix 1. This details where the curriculum specifically plans to cover material in formal sessions. It does not mean that these are the only times that fundamental elements, such as those to do with a healthy lifestyle or mental wellbeing or the importance of healthy relationships, are covered.

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

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body has delegated the approval of this policy to the Curriculum and Provisions committee.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7.5). On a day-to-day basis this might be delegated to an appropriate member of the senior leadership team.

### 7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or relevant member of the senior leadership team.

### 7.4 Pupils

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

### 7.5 Parents

Parents are reminded of the timeline for delivery of sex education themes through relevant start of term letters.

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record.

The headteacher or a delegated member of the senior leadership team will discuss the request with parents and take appropriate action.

In this meeting, it is likely that the member of school staff will explain the nature of human sexuality in the context of Catholic teaching and explain what as a Catholic school we will be informing young people about. Parents often find this meeting very helpful in understanding better the approach of the school.

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

## 8. Training

Staff are trained on the delivery of RSE as part of their induction where relevant to their role.

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

## 9. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through the line manager for the RE department through regular line management processes.

The Head of RE is responsible on a day-to-day basis for the quality and effectiveness of the delivery of RSE.

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

## 10. Indicative linked documents

Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, 2020

Bringing all people closer to Jesus Christ through His Church, CASO (Diocese of Portsmouth), 2020

Catechism of the Catholic Church, 1994

Amoris Laetitia, Pope Francis, 2016

Veritatis Splendor, Pope John Paul II, 1993

Humanae Vitae, Pope Paul VI, 1968

## Appendix 1: Mapping of statutory guidance to St Anne's implementation

YEAR GROUP/SUBJECT (WHEN TAUGHT EXPLICITLY)	TERM (SUBJECT TO CHANGE WHERE CURRICULUM REQUIRES IT)	TOPIC/THEME DETAILS: PUPILS SHOULD KNOW...
		<b><u>FAMILIES</u></b>
Year 11 RE	Autumn 1	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>
Year 11 RE Year 10 RE	Autumn 1 Autumn 2	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 1 Autumn 2 Autumn 2, Spring 1 Autumn 2, Spring 2 Autumn 1, Spring 2	<ul style="list-style-type: none"> <li>how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
		<b><u>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</u></b>
Year 7 RE Year 8 RE Year 9 RE	Autumn 1, Summer 1 Autumn 2 Autumn 2	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships, in all contexts including online, such as:               <ul style="list-style-type: none"> <li>trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> </ul> </li> </ul>

YEAR GROUP/SUBJECT (WHEN TAUGHT EXPLICITLY)	TERM (SUBJECT TO CHANGE WHERE CURRICULUM REQUIRES IT)	TOPIC/THEME DETAILS: PUPILS SHOULD KNOW...
Year 10 RE	Autumn 1	<ul style="list-style-type: none"> <li>○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 1, Summer 1 Autumn 2 Autumn 2 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>
Year 8 RE Year 10 RE Year 11 RE Year 8 HOY	Spring 1 Spring 2, Summer 2 Autumn 1, Spring 2 Summer 1	<ul style="list-style-type: none"> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 1 Summer 1 Autumn 1, Autumn 2 Autumn 2, Summer 2 Autumn 1, Autumn 2	<ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 7 Computing Year 9 HOY	Summer 1 Summer 1 Autumn 2 Autumn 2 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> </ul>



YEAR GROUP/SUBJECT (WHEN TAUGHT EXPLICITLY)	TERM (SUBJECT TO CHANGE WHERE CURRICULUM REQUIRES IT)	TOPIC/THEME DETAILS: PUPILS SHOULD KNOW...
Year 8 RE Year 9 RE Year 10 RE	Autumn 2 Spring 1 Autumn 2	<ul style="list-style-type: none"> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 10 HOY	Spring 2 Autumn 2 Autumn 1 Autumn 2, Spring 2 Autumn 1	<ul style="list-style-type: none"> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>
Year 11 RE	Autumn 1	<ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
		<b><u>ONLINE AND THE MEDIA</u></b>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 1, Spring 1, Summer 1 Autumn 2, Spring 1, Summer 1 Autumn 2, Spring 1 Autumn 1, Spring 1, Spring 2, Summer 2 Autumn 1	<ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> </ul>
Year 8 RE Year 9 RE Year 10 RE	Autumn 2 Spring 1 Spring 2	<ul style="list-style-type: none"> <li>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> </ul>

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Year 7 RE Year 8 RE Year 9 RE Year 10 RE	Summer 1 Autumn 2 Spring 1 Spring 2	<ul style="list-style-type: none"> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>what to do and where to get support to report material or manage issues online</li> </ul>
Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 2 Autumn 2 Spring 2 Spring 2	<ul style="list-style-type: none"> <li>the impact of viewing harmful content</li> </ul>
Year 8 RE Year 10 RE	Autumn 2 Spring 2	<ul style="list-style-type: none"> <li>that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> </ul>
Year 8 RE Year 10 RE	Autumn 2 Spring 2	<ul style="list-style-type: none"> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> </ul>
Year 10 RE	Spring 2	<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online</li> </ul>
		<b><u>BEING SAFE</u></b>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Spring 2 Autumn 2 Autumn 1 Autumn 2, Spring 2 Autumn 1, Autumn 2	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> </ul>

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Year 7 Computing	Autumn 1	
Year 8 RE Year 9 RE Year 10 RE Year 11 RE	Autumn 2 Spring 1 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online</li> </ul>
		<b><u>INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH</u></b>
Year 9 RE Year 10 RE Year 11 RE	Spring 1 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> </ul>
Year 9 RE Year 10 RE Year 11 RE Year 10 Science	Spring 1 Autumn 1 Autumn 1 Summer	<ul style="list-style-type: none"> <li>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing</li> </ul>
Year 9 RE Year 11 RE Year 10 Science	Spring 1 Autumn 2 Summer	<ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> </ul>
Year 11 HOY	Autumn 1	<ul style="list-style-type: none"> <li>the facts about the menopause</li> </ul>

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Year 8 RE Year 9 RE Year 10 RE	Autumn 2 Spring 1 Spring 2	<ul style="list-style-type: none"> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>
Year 9 RE Year 11 RE	Spring 1 Autumn 1	<ul style="list-style-type: none"> <li>that they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>
Year 9 RE Year 11 RE Year 10 Science	Spring 1 Autumn1 Summer	<ul style="list-style-type: none"> <li>the facts about the full range of contraceptive choices, efficacy and options available</li> </ul>
Year 10 RE Year 10 Science	Autumn 1 Summer	<ul style="list-style-type: none"> <li>the facts around pregnancy including miscarriage</li> </ul>
Year 10 RE Year 11 RE	Autumn 1 Autumn 2	<ul style="list-style-type: none"> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> </ul>
Year 9 RE Year 11 RE Year 10 Science Year 10 HOY	Spring 1 Autumn 1 Autumn Spring 1	<ul style="list-style-type: none"> <li>how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> </ul>
Year 10 RE Year 11 RE	Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>how the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>

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Year 9 RE Year 10 RE Year 11 RE	Spring 1 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
		<b>THE LAW</b> (pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those below)
Year 9 RE Year 11 RE	Autumn 1 Autumn 2	<ul style="list-style-type: none"> <li>marriage</li> </ul>
Year 8 RE Year 9 RE Year 10 RE	Autumn 2 Spring 1 Autumn 1	<ul style="list-style-type: none"> <li>consent, including the age of consent</li> </ul>
Year 9 RE Year 10 RE	Autumn 1 Autumn 2	<ul style="list-style-type: none"> <li>violence against women and girls</li> </ul>
Year 8 RE Year 10 RE	Autumn 2 Spring 2	<ul style="list-style-type: none"> <li>online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li> </ul>
Year 10 RE	Spring 2	<ul style="list-style-type: none"> <li>pornography</li> </ul>
Year 11 RE	Autumn 2	<ul style="list-style-type: none"> <li>abortion</li> </ul>
Year 11 RE	Autumn 1	<ul style="list-style-type: none"> <li>sexuality</li> <li>gender identity</li> </ul>

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Year 8 RE	Summer 2	<ul style="list-style-type: none"> <li>substance misuse</li> </ul>
Year 8 RE Year 9 RE Year 9 HOY	Summer 2 Autumn 2 Autumn 1	<ul style="list-style-type: none"> <li>violence and exploitation by gangs</li> <li>criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> </ul>
Year 9 RE Year 11 RE	Autumn 2 Spring 2	<ul style="list-style-type: none"> <li>extremism and radicalisation</li> </ul>
Year 9 RE	Autumn 2	<ul style="list-style-type: none"> <li>hate crime</li> </ul>
Year 7 RE	Spring 2	<ul style="list-style-type: none"> <li>female genital mutilation (FGM)</li> </ul>
		<b><u>MENTAL WELLBEING</u></b>
Year 7 RE Year 9 RE	Summer 1 Autumn 2	<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 11 RE	Autumn 1 Autumn 2 Spring 1 Autumn 1	<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others</li> </ul>
Year 7 RE Year 8 RE Year 9 RE	Summer 1 Autumn 1 Spring 2	<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns</li> <li>common types of mental ill health (e.g. anxiety and depression)</li> </ul>

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Year 10 RE	Spring 1	<ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> </ul>
Year 7 RE Year 8 RE Year 9 RE Year 10 RE Year 8 Creative Design Year 7 HOY	Summer 1 Autumn 1 Spring 2 Spring 1 On rotation Autumn 2	<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
		<b><u>INTERNET SAFETY AND HARMS</u></b>
Year 8 RE Year 10 RE	Autumn 2 Spring 2, Summer 1, Summer 2	<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media,</li> </ul>
Year 8 HOY Year 10 HOY	Spring 2 Autumn 1	<ul style="list-style-type: none"> <li>the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> </ul>
Year 7 RE Year 7 Computing Year 9 HOY	Summer 1 Autumn 1 Autumn 1	<ul style="list-style-type: none"> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>

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		<b><u>PHYSICAL HEALTH AND FITNESS</u></b>
Year 10 RE Year 8 PE CED Year 9 PE Year 10 core PE Year 11 core PE Year 11 GCSE PE Year 8 Creative Design	Spring 1 Spring 2 Every term Every term Every term Spring 1  On rotation	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> </ul>
Year 7 PE CED Year 9 PE Year 10 core PE Year 11 core PE Year 11 GCSE PE  Year 7 Creative Design Year 8 Creative Design Year 9 Science	Spring 1 Autumn 2 Every term On rotation On rotation Spring 1  On rotation  On rotation Summer	<ul style="list-style-type: none"> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health</li> </ul>
Year 11 HOY Year 9 Science	Autumn 2 Summer	<ul style="list-style-type: none"> <li>about the science relating to blood, organ and stem cell donation</li> </ul>



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		<b><u>HEALTHY EATING</u></b>
Year 8 Creative Design Year 8 Science Year 9 Science	On rotation  Autumn Spring	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
		<b><u>DRUGS, ALCOHOL and TOBACCO</u></b>
Year 8 RE Year 8 HOY	Summer 2 Spring 2	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>the law relating to the supply and possession of illegal substances</li> <li>the physical and psychological consequences of addiction, including alcohol dependency</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks</li> </ul>
Year 8 RE Year 9 Science	Summer 2 Summer	<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> </ul>
Year 8 RE Year 8 Science Year 9 Science	Summer 2 Autumn Summer	<ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul>
		<b><u>HEALTH PREVENTION</u></b>
Year 7 Creative Design Year 10 Science	On rotation Autumn	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> </ul>

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Year 8 Creative Design	On rotation	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> </ul>
Year 11 HOY CED	Autumn	<ul style="list-style-type: none"> <li>(late secondary) the benefits of regular self-examination and screening</li> </ul>
Year 10 Science	Autumn	<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination</li> </ul>
Year 8 Creative Design Year 7 HOY	On rotation Autumn 1	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
		<b><u>BASIC FIRST AID</u></b>
Year 8 HOY Year 10 HOY	Spring 2 Spring 2	<ul style="list-style-type: none"> <li>basic treatment for common injuries</li> </ul>
Year 8 HOY Year 10 HOY	Spring 2 Spring 2	<ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR</li> <li>The purpose of defibrillators and when one might be needed</li> </ul>
		<b><u>CHANGING ADOLESCENT BODY</u></b>
Year 7 Science Year 8 Creative Design Year 7 HOY	Summer On rotation Spring 1	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> </ul>

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Year 8 Creative Design Year 7 Science Year 7 HOY	on rotation  Summer Autumn 2	<ul style="list-style-type: none"> <li>the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>
Year 8 Creative Design	On rotation	1.Eating disorders and extreme weight loss
Year 8 HOY Year 10 HOY	Spring 2 Spring 2	2. Cardio Pulmonary Resuscitation

## Appendix 2: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Discussion and agreed actions	Date of meeting