



**Relationships Education
Relationship and Sex Education and Health Education
(RSHE)
2022 - 2023**

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1. Relationship and Sex Education and Health Education Policy

This policy was developed in response to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE June 2019
- Children and Social Work Act, 2017
- Equality Act, 2010 and schools
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- Statutory Guidance, 2022
- Transforming Children and Young People’s Mental Health Provision, Green Paper, July 2018

This policy should be read in conjunction with:

- E-safety
- Anti-bullying
- Behaviour Policy
- Safeguarding Policy
- Equality and Inclusion Policy
- PSHE curriculum documents
- Drugs Policy

The engagement and consultation process involves:

- Student feedback
- Consultation and engagement with parents / carers
- Consultation with wider school community - school nurse
- Consultation, agreement and implementation of policy by school governor Karen Trevelyan

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2. RSHE Programme

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love and care for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Health Education - Physical Health and Wellbeing enables students to understand their changing bodies and their feelings to further the language they use to talk about their bodies, health and emotional norms. In addition to understanding variations in emotions and physical complaints and where health and wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

We recognise that there should be a clear progression of what is Relationships Education, Relationship and Sex Education and Health Education (RSHE) at primary school through to RSHE in secondary school. Our young people have often presented with gaps in learning connected with fragmented school experiences. We will aim to sensitively support students to develop skills and knowledge taking into account possible gaps and or traumatic experiences which may lead to protective defensive attitudes and reduced engagement.

3. Pupils with special educational needs (SEND)

Content and teaching is therefore designed in The Meadows to meet specific needs of pupils at different developmental stages. We endeavour to ensure teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

4. Principles and Values

In addition, The Meadows believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views.
- We are aware of different approaches to sexual identity, without promotion of a particular family make up. The important values are love, respect, kindness, generosity and care for each other.

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- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up, health and wellbeing and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

5. Three main elements

RSHE has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value and valuing family life, stable and loving relationships, and marriage/civil partnerships
- Learning about the nurture of children and successful parenting
- Learning the value of and demonstrating respect, kindness, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour
- Learning the importance of rights, responsibilities and opportunities online, including the same expectations of behaviour apply in all contexts, including online.

Personal and Social Skills

- Learning to manage and managing emotions and relationships confidently and sensitively including online
- Developing self-respect and empathy for others
- Developing positive self-esteem and confidence
- Making informed choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict resolution
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

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- How to report concerns of abuse including peer on peer abuse and sexual harassment, and the vocabulary and confidence to do so
- Explore societal norms and the use/misuse of alcohol and drugs and the impact on relationships
- Learning to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn. (In all contexts, including online)

Knowledge and Understanding

- Learn and understand relationships are meant to be positive, healthy and pleasurable
- Learning and understanding physical, emotional and spiritual development at appropriate stages
- Understanding human sexuality, identity, reproduction, sexual health, emotions and relationships
- Learning about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of an unintended pregnancy
- The impact of viewing harmful content through online and media
- 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
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- Know the main changes which take place in males and females, and the implications for emotional and physical health (Health Education)
- Learn where to go for help and advice and how to access local and national services

6. Aims and Objectives

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSHE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect individual conscience and the skills to judge what kind of relationship they want.

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- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- Understand the true meaning of consent.
- Communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness and understanding of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, harassment, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships enthusiastic consent, gaslighting, sexting/nudes and e-safety.

7. Roles and Responsibilities

Sarah Took Headteacher and Karen Trevelyan Governor are responsible for reviewing RSHE. In terms of curriculum development Emma Walker as Assistant Headteacher supports David Glendining who is the lead for RSHE delivery. Chris Tate is the ICT Lead. Safeguarding responsibility is led by The Headteacher and the Assistant Headteacher Andrew McGarry in the roles of Designated Safeguarding Leads and The Chairs of Governors Gary Stout and Victoria Ashfield.

8. Organisation and Content of RSHE

The Meadows specifically delivers Relationship and Sex Education through its PSHE Programme, Discover and Science lessons at KS3, and KS4.

Much of the RSHE at The Meadows takes place within PSHE lessons. There is a lead teacher for Years 7 to 11 supported by Teaching Assistants delivering the PSHE Curriculum with support from professionals where appropriate. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with

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the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSHE will be representative and inclusive of LGBT young people.

The PSHE Programme and Science National Curriculum is taught in every year.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group/class agreement, formerly known as ground rules, are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Young people whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for staff, so that they can develop the confidence and skills in delivering the RSHE programme.

Assessment is carried out, where appropriate, for example at the start and end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At The Meadows all staff will use scientifically correct terminology to avoid misunderstandings and ambiguity.

9. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught subjects in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive RSHE and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The RSHE lead should ensure that LGBT content is fully integrated into their programme of study and threads across the curriculum. Schools are free to determine how they do this; it is expected all pupils will be taught LGBT content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality, need to feel that RSHE is relevant to them.

Parents/carers and the wider community

We believe the role of parents / carers in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. Therefore, we will ensure that we work closely with you to ensure you are aware of what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for you to access

Pupil's right to be excused from sex education

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Parents have the right to request that their child be withdrawn from some parts of sex education, delivered as part of statutory RSHE. There is no right to withdraw from Relationships Education or Health Education. It is good practice for the head teacher to discuss the request with the parent/carer and as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have. The headteacher/RSHE lead will document the process and outcome.

In exceptional circumstances for example when they propose to educate their child at home, the school will respect the parent’s request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSHE. Their SEND should not be a consideration for the head teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSHE resources the school uses.

10. Safeguarding, reports of abuse and confidentiality

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child. This should be made clear when forming and revisiting the class group agreement and the name of the safeguarding teachers will be made known.

11. Young people under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13’s should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13’s should be fully documented and reported.

12. Young people between 13 – 16 years

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services.

These procedures should be read in conjunction with the Durham Safeguarding Children’s Partnership procedures (link) with special reference to Sections 3 ‘Referral and Investigation’ and Section 6.13 ‘Sexually Active Children under 18

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13. Monitoring and Evaluation of RSHE

It is the responsibility of the PSHE lead teacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Governors Quality of Education Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

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14. Appendix 1

Long Term Plan 2022 - 2023

Subject Overview: PHSE

We have sequenced our Curriculum this way so each topic interleaves with the next. The spiral curriculum is revisited and reconnects from previous academic years introducing new knowledge in small steps.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p>Mental Health and Welbeing Identity and diversity.</p> <p>How does privilege affect us?</p> <p>Obesity and body positivity.</p> <p>Fertility and reproductive health - part 1.</p> <p>Fertility and reproductive health - part 2.</p> <p>What is CPR ? How is this performed ? How do we find sources of life saving health?</p> <p>ASSESSMENT.</p>	<p>Mental Health and Wellbeing/ Living in the Wider World</p> <p>Perseverance and procrastination.</p> <p>Importance of sleep.</p> <p>Risk taking and decision making</p> <p>Gambling and online gambling.</p> <p>Digital footprints.</p> <p>Personal safety in the wider world.</p> <p>ASSESSMENT.</p>	<p>Living in the Wider World</p> <p>Animal rights and sustainability.</p> <p>Pollution,plastics and environment.</p> <p>Globalisation.</p> <p>Multiculturalism - (British values)</p> <p>Right-wing extremism.</p> <p>Internet safety. The dark web!</p> <p>Cybercrime.</p>	<p>Living in the Wider World/ RSE</p> <p>Revision and study skills</p> <p>Applying to a College or University.</p> <p>Independent living.</p> <p>Preparing for job interviews.</p> <p>Health and safety at work.</p> <p>Trade Unions.</p>	<p>RSE Bullying and body shaming.</p> <p>Different types of relationships.</p> <p>Consent, Rape and sexual harrasment.</p> <p>What is good sex and chemical sex?</p> <p>What is safe sex and chemical sex?</p> <p>Relationship break-ups!</p>	<p>RSE</p> <p>Happiness and positivity.</p> <p>ASSESSMENT . Possible qualification and coursework completion time.</p> <p>ASSESSMENT - Possible qualification and coursework completion.</p>

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10	<p>Mental Health and Welbeing</p> <p>Importance of PSHE in modern schools?</p> <p>Mental Health and Wellbeing (Managing tough times. Change, grief and bereavement.</p> <p>Suicide.</p> <p>Social media and self esteem.</p> <p>Screen time.</p> <p>ASSESSMENT allocation and certification.</p>	<p>Mental Health and Welbeing</p> <p>Managing time effectively.</p> <p>Living sustainably.</p> <p>Homelssness.</p> <p>Hate crime.</p> <p>Tattoos and Piercings.</p> <p>Binge drinking.</p> <p>ASSESSMENT -allocation time and certification.</p>	<p>Health and Wellbeing/ Living in the Wider World</p> <p>ASSESSMENT time and complete/collate term 1 folder.</p> <p>The right career for me?</p> <p>Employability skills -part one</p> <p>Employability skills- part two</p> <p>Careers in STEM.</p> <p>My careers?</p>	<p>Living in the Wider World</p> <p>Preparing for work experience - lesson 1. Research</p> <p>Work experience - lesson 2. Organise and arrange.</p> <p>Rights and responsibilities.</p> <p>Why do we need or have an 'International Women's Day?</p> <p>Coursework and assessment time.</p> <p>Assessment time 'Living in Wider World' unit.</p>	<p>Living in the Wider World/ RSE</p> <p>Conflict management.</p> <p>Forced or arranged marriages.</p> <p>Harassment or stalking.</p> <p>Revenge porn.</p> <p>Relationships with role models.</p> <p>ASSESSMENT</p>	<p>RSE</p> <p>Same sex relationships.</p> <p>Gender and transexual identity.</p> <p>Community cohesion.</p> <p>Sexism.</p> <p>Parrenting 1.</p> <p>ASSESSMENT.</p>
9	<p>Health and Welbeing</p> <p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth Mindset to succeed and achieve?</p> <p>How can I develop interpersonal skills to help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p>	<p>Health and Welbeing</p> <p>What are the short and long term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why cant some people access education?</p> <p>How are we preotected from prejudice and discrimination?</p> <p>Mental health - how can I deal with and manage anxiety</p> <p>Acid attacks - why are these on the increase and what</p>	<p>Living in the Wider World</p> <p>How does knife crime impact our communities, why do teens get involved and what are the consequences?</p> <p>How does the law deal with young offenders?</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability skills - preparing for and applying to the world of work and careers</p> <p>Why this? Why now?</p>	<p>Living in the Wider World</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be "enterprising" and what is an "enterprising personality"?</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions</p> <p>What rights do we</p>	<p>Living in Wider World /RSE</p> <p>What can we learn from successful business people and entrepreneurs?</p> <p>Should we send aid to foreign countries - is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p> <p>How do charities like UNICEF help across the world?</p> <p>Who are the LGBT+ community and what would they like us to know?</p> <p>Why are British communities so</p>	<p>RSE</p> <p>What are domestic violence and abusive relationships? Healthy and unhealthy relationships</p> <p>CSE - How are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body Image and the media 2 - focus on girls</p> <p>Body Image and the media 3 - does the media contribute to eating disorders?</p>

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	Why do people become selfie obsessed and consequences can this have?	can we do if we witness one?		have as shoppers and consumers? How can I stay financially savvy and avoid debt?	diverse? Immigration and diversity focus	Can we respect and celebrate British values and the religion and culture of our choice (display lesson) Can we respect and celebrate British values and the religion and culture of our choice (display lesson) What is peer pressure - why is it so powerful and how can we overcome this?
8	<p>Health and Welbeing</p> <p>Personal development and target setting - how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy?</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p>	<p>Health and Welbeing</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy - why is self-awareness in our actions towards others so important?</p> <p>Internet Safety - what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing?</p>	<p>Living in the Wider World</p> <p>How can we care for our environment and why is it changing?</p> <p>Careers and development focus - how can we develop our communication skills?</p> <p>Careers and development focus - how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus : Homophobia</p>	<p>Living in the Wider World/RSE</p> <p>Finance - what is income and expenditure</p> <p>Finance - budgeting and saving personal finances</p> <p>Careers & Finance - What are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus</p> <p>How do we have safe sex and use different forms of contraception?</p>	<p>RSE</p> <p>How do we keep good sexual health and avoid STIs?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pronography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p>	<p>RSE</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia - do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict - why do people run away from home and</p>

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	How can we look after ourselves and others in an emergency? Personal safety and first aid					why is this so dangerous? Body Image and the media - part 1 with a focus on boys.
7	<p>Health and Wellbeing</p> <p>Introduction to Secondary School (Year 7 transition lesson)</p> <p>Introduction to PSHE Lesson</p> <p>Health Introduction - What do we mean by a healthy lifestyle?</p> <p>Food groups, diet and nutrition - How can I keep healthy?</p> <p>Eating responsibly - Food labels and health hazards</p> <p>Healthy living - exercise and keeping active</p>	<p>Health and Wellbeing</p> <p>Not eating healthily - what are the consequences?</p> <p>Whats the big deal about energy drinks?</p> <p>The dangers of cigarettes and alcohol</p> <p>Puberty - what happens, when and why?</p> <p>Why this? Why now?</p>	<p>Health and Wellbeing / Living in the Wider World</p> <p>FGM - what is this and why is it so dangerous?</p> <p>Introduction to mental health issues - depression focus</p> <p>What are drugs? Why are they dangerous? (class A, B and C)</p> <p>How can we manage our anger?</p> <p>Being an aspirational student</p> <p>The importance of self esteem</p>	<p>Living in the Wider World</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan?</p> <p>What are savings, loans and interest?</p> <p>What are the different types of financial transactions?</p> <p>What are the different types of financial products?</p>	<p>Living in the Wider world/RSE</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus</p> <p>Keeping good friendships and avoiding toxic ones</p> <p>Family relationships - the different types and why we don't always get along</p>	<p>RSE</p> <p>Love and relationships - falling in love and dealing with new feelings</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully online?</p> <p>How do we keep safe and positive relationships (on and off-line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism - why does radicalisation happen and how does it challenge our values?</p>

15. Appendix 2

Information for Parents / carers April 2020 revisited in September 2021 through process of consultation.

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

Families

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- 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 is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- 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 raising children, including the characteristics of successful parenting

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)
- Seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

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Online and media

- 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 wouldn't 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

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage

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- 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

Electronic File Pathway:

Pathway:	Google Classroom/SharedDrives/Policies/FinalisedPolicies2022-23
Version Number:	2022 v 1

Document History Log:

Author of document:	Sarah Took	Job role:	Headteacher
Date document created:	October 2022	Approval by Governing Body:	C Nicholls

Annual Review History:

Task	Date Reviewed	Reviewed by	Date Adopted	Review Date
First document review	October 2022	C Nicholls	25.10.22	Sept 2023
2 nd Review				
3 rd Review				
4 th Review				

Reviewed on	Sept 2022
Next Review	Sept 2023