



RSE Policy Swanshurst School

This policy provides a working document of clear guidance to staff, parents/carers and pupils on the delivery of relationships and sex education (RSE).

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Swanshurst School RSE Policy

1. Statement of intent

This section outlines the purpose of this document in relation to our school.

Statement of Intent

This section provides details of the purpose of this document.

The purpose of this policy is:

- *To provide a working document of clear guidance to staff, parents/carers and pupils on the delivery of relationships and sex education (RSE).*
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure students understand respect for themselves and others through their relationships

For year groups 7 – 13 Relationships and Sex Education covers all DFE statutory content. Full details of the DFE statutory content can be accessed on the link below:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

2. Rationale

This section outlines the rationale which underpins the deliver of RSE at Swanshurst.

Morale and Values Framework

2.1 Our relationships and sex education provision is underpinned by our core values as a school. In particular, of equipping our students with a sound moral compass and how to stay safe. The policy underpins our key core values of; kindness and mutual respect to others. A key objective of our RSE delivery is to ensure that our pupils will be able to recognise and adhere to a commitment to equality, diversity and appreciation of how

others live. Primarily, our RSE strategy is to ensure that our pupils will be safeguarded beyond the classroom. To this end, our RSE delivery, policy, assessment, staff update training will be geared into empowering our pupils to recognise situations where they need to consider their own wellbeing and safety. We are determined that the RSE delivery will inform and enable our pupils to access support and assistance both inside and outside of school. Staff training and updates plays an integral part in this (e.g **The Marriage and Civil Partnership (Minimum Age) Act 2022**)

2.2 Under the relationships and sex education provision, all students in the school will be made aware of the value of stable family life and relationships, and the responsibilities of parenthood. We will build on our students' primary school education of healthy, respectful relationships – both of family and friendships - in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects in all contexts too.

3. Definition of Relationships and Sex Education

This section outlines the definition of Relationships and Sex Education

Definition of Relationships and Sex Education

3.1 Relationships and sex education (referred to as RSE throughout this policy) gives young people the information they need to help them:

- Develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- 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;
- Understand the range of contraception available;
- Understand what is required when developing intimate relationships and potential resulting pressure to engage in sexual activity (consent);
- Know what is acceptable and unacceptable behaviour in relationships;
- Understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- RSE is not about the promotion of sexual activity

4. Equality of Opportunity and the Legal Framework

This section explains equality of opportunity and the law in the context of the delivery of RSE.

Equality of Opportunity and the Legal Framework

4.1 The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002.

4.2 The guidance states that Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. It also makes Health Education compulsory in all schools except independent schools.

4.3 This guidance replaces the Sex and Relationship Education guidance (2000).

4.4 Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

4.5 Under the Equality Act every student through years 7-11 will have equal access and opportunity to the school's RSE programme, regardless of; sex, religion or belief, race, ethnic origin, age, ability, sexual orientation or disability.

4.6 RSE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.

4.7 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allowed and does not allow, and the wider legal implications of decisions they make

4.8 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

5. Curriculum intent for RSE including SEND students

This section of our RSE policy outlines the intent of the curriculum including how this meets the needs of SEND students.

Curriculum Intent for RSE Including SEND Students

5.1 Our curriculum is set out as per the statutory requirements in **Appendix 1 and Appendix 3** but we may need to adapt it as and when necessary.

5.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. The intent of our RSE curriculum includes:

- Our provision should teach young people to understand human relationships and sexuality and to respect themselves and others.
- We intend to enable young people to mature, build their confidence and self-esteem and understand the importance of healthy relationships.
- We aim to deliver an effective provision in order to support our students in future life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- We intend to impart knowledge about safer sex and sexual health, which remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- We aim to deliver our provision in a non-judgemental, factual way and allow scope for our students to ask questions in a safe environment.
- We will ensure RSE is matched to the needs of all pupils and that teaching is sensitive and age appropriate in approach and content. SEND students will receive an RSE curriculum that is suitable and fit for purpose. High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils. To that aim, pupils with SEND will be monitored each lesson for assessment for learning, understanding and retention. The head of RSE will liaise regularly with the SEND department to implement updates and assessment strategies.

6. Curriculum implementation

This section of our RSE policy outlines how RSE will be delivered

Curriculum Implementation for RSE

6.1 At Swanshurst School PSHE/Citizenship/British Values/Health Education/Computing/RE is delivered specifically to year 10 pupils alongside the RSE programme. This is designed to further enhance life skills and personal development.

6.2 Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the curriculum as identified in Appendix 2.

6.3 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

6.4 The above 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, 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).

6.5 Physical health and mental well-being is delivered in lessons including:

- Mental health and wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs and tobacco
- Health and prevention
- First Aid
- Changing adolescent body

6.6 The PSHE Co-ordinator is responsible for the content of the PSHE lessons/Value Days. The Head of Year is responsible for the quality of the teaching and learning of the PSHE lessons/Value Days.

6.7 The PSHE Co-Ordinator is responsible for arranging for outside agencies to deliver specialised provision as part of the RSE curriculum.

6.8 The PSHE curriculum is mapped against the whole school curriculum to identify areas of best practice. Where there are examples of best practice, the PSHE curriculum will not duplicate the content identified.

6.9 Staff training has been given to staff members on the delivery of RSE topics. Such training is ongoing and adapted where necessary.

7. Assessment

This section of our RSE policy outlines how RSE will be assessed

Assessment

7.1 Teachers will have the high expectations of the quality of students' work in these subjects as for other curriculum areas.

7.2 Whilst there is no formal examined assessment for RSE, teachers are encouraged to use self and peer assessment in lessons and a range of assessment for learning strategies.

7.3 Booklets will be used to help consolidate learning

8. Monitoring

This section of our RSE policy outlines how RSE will be monitored

Monitoring

8.1 The delivery of RSE is monitored by the school's Leadership team, HOY and the PSHE Co-Ordinator through:

- Learning walks and lesson observations with work scrutiny
- Regular staff and student voice
- External audit of provision and impact
- Microsoft form quizzes
- Staff questionnaires and panels

9. Staff

This section of our RSE policy outlines staff responsibility in the delivery of RSE

Staff, resources and delivery

9.1 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

Our PSHE programme also reflects our genuine and unwavering commitment to keeping children safe. We in addition, it is vital that our RSE programme continues to embed an understanding of diversity and how others live. Consequently, our programme explores other cultures, LGBTQ topics, and various people who hold protected characteristics as defined by the Equality Act 2010.

Our PSHE programme has been timetabled as standard lessons delivered according to a structured programme of study. Resources are age appropriate, sensitive and there are various forms of and opportunities for assessment of learning.

RSE staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The school leadership team and RSE lead also invite visitors from outside the school, such as medical professionals, sexual health professionals, diversity experts and mental health professionals to provide support and training to staff teaching RSE. These groups also give talks to the pupils.

9.2 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 as all appropriate training will be provided. Team teaching of sensitive topics will be on offer to delivers who do not feel completely confident delivering them. This will be arranged by the RSE lead.

10. Working with External Agencies

This section of our RSE policy outlines how the school will work with external agencies in the delivery of RSE

Working with External Agencies

10.1 To support and enhance the delivery of RSE, the school will work with external partners to draw on specialist knowledge and implement different ways of engaging with young people

10.2 Where external agencies are used, the school will ensure that all necessary checks are completed of the visiting organisation and any visitors linked to the agency

10.3 The school will work with external agencies to ensure that the content delivered is age – appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

10.4 The school will ensure the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the schools Safeguarding Policy

11. Safeguarding, Reports of Abuse and Confidentiality

This section of our RSE policy outlines how safeguarding, reports of abuse and confidentiality is dealt with in line with the delivery of RSE

Safeguarding, Reports of Abuse and Confidentiality

11.1 The school recognises that at the heart of RSE, the focus is on keeping children safe and acknowledges the significant role schools have in preventative education.

11.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

11.3 The school safeguarding policy will be followed at all times. In line with the document Keeping Children Safe in Education (KCSIE, 2019), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children’s Services.

11.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interest of the child.

12. Parents' Right to withdraw from the Sex and Relationships programme

This section of our RSE policy outlines the process of parental withdrawal from RSE for their daughter

Parental Withdrawal from the Sex and Relationships programme

12.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

12.2 Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

12.3 Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Parents are asked to make their objections and reasons in writing to the Headteacher (refer to **Appendix 4**).

APPENDIX 1: STATUTORY RSE CONTENT

The Department for Education's statutory guidance states that schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary school.

Pupils should know:

Families

- 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 the raising of 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); and, how to seek help or advice, including reporting concerns about others, if needed

Pupils should know:

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 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs,
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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

Pupils should know:

Online and media

- Students rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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 partner
- 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

Pupils should know:

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 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)

Pupils should know:

5.1.5: 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

- 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. 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
- 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. This part of the programme will be complemented by a number of lessons aimed purely at citizenship topics.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime

- Female genital mutilation (FGM)

PHYSICAL HEALTH AND MENTAL WELL BEING

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental well being

Pupils should know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- 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.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and Harms

Pupils should know:

- 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, 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.
- 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.

Physical Health and Fitness

Pupils should know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- 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 cardiovascular ill-health.
- About the science relating to blood, organ and stem cell donation.

Healthy Eating

Pupils should know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, Alcohol and Tobacco

Pupils should know:

- 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.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 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.

Health and Prevention

Pupils should know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

Pupils should know:

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.¹⁵
- The purpose of defibrillators and when one might be needed.

Changing Adolescent Body

Pupils should know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health.

APPENDIX 2 – RSE CURRICULUM MAP

For years 7 – 13, Relationships and Sex Education will cover all DFE statutory content detailed in Appendix 1 namely:

1. Families
2. Respectful relationships including friendships
3. Online and media
4. Being safe
5. Intimate and sexual relationships including sexual health

For full details of the DFE statutory content please access the link below:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

RSE in the Curriculum

Relationships Education, RSE and Health Education complement several National Curriculum subjects namely Citizenship, Science, Computing and PE. At Swanshurst we look for opportunities to draw links between these subjects and integrate teaching where appropriate. Swanshurst students will learn about reproduction in their Science lessons and healthy eating in PE and in Technology lessons for example. There continues to be no right of withdrawal from any part of the National Curriculum.

The RSE curriculum has been written so that depth of knowledge is built upon as students go up through the year groups. We have ensured that topics taught are age appropriate. For example: in year 7 we look at roles and responsibilities of relationships and peer pressure and in year 11 we cover respectful relationships and unhealthy behaviours in relationships. For more information on how we plan to cover the statutory RSE content please email MAPCURRICULUM@swans.bham.sch.uk

APPENDIX 3 - PSHE Curriculum map (including RSE and Health Education) – Five Year Plan

PSHE Year 7-13

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support

RSE POLICY SWANSHURST SCHOOL

<p>Year 8 (12-13)</p>	<p>Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others</p> <p>Marriage</p> <p>Protected characteristics</p> <p>Active listening</p>	<p>Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions</p> <p>Stand up to bullying, the golden rule</p> <p>Organ and blood donation</p>	<p>Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues</p>	<p>Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation</p>	<p>Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support</p>	<p>Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour</p>
<p>Year 9 (13-14)</p>	<p>Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control</p>	<p>Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation.</p> <p>Prejudice, discrimination and stereotyping</p>	<p>Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression</p>	<p>Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support</p>	<p>Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services</p>	<p>Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation</p>

RSE POLICY SWANSHURST SCHOOL

<p>Year 10 (14-15)</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media</p> <p>Risk and emergency contacts</p> <p>Positive and negative relationships</p>	<p>Equality including in the workplace, in society, in relationships</p> <p>Equality Act 2010</p> <p>Vulnerable groups including disability and hidden disability</p> <p>Workplace expectations</p> <p>Rights and responsibilities</p> <p>Power and control in relationships, coercive control</p> <p>Benefits of multi-cultural societies</p> <p>Equity, equality and inequality</p> <p>My health</p>	<p>Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections,</p> <p>self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics</p> <p>Organ donation</p> <p>Stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self</p> <p>Attraction, love, lust</p> <p>Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news</p> <p>Pornography</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support</p>
<p>Year 11 (15-16)</p>	<p>Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages</p> <p>The Equality Act 2010</p> <p>The law on internet use and pornography</p> <p>Social media concerns, sexting</p> <p>Keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe</p> <p>Expectations in relationships</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, 'coming out' challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	

RSE POLICY SWANSHURST SCHOOL

<p>Year 12 (16-17)</p>	<p>Healthy relationships Sexting and online safety Honour based violence and arranged marriages Self-identify and culture, cultural appropriation</p>	<p>Sexism, toxic masculinity and incel Benefits of a multicultural society and racism Disabilities and discrimination</p>	<p>Debt and money management – credit cards/credit scores Links between body image and mental health Careers advice (Debbie Beckford) with work experience preparation</p>	<p>Body image and eating disorders Drug and alcohol abuse Contraception and abortion, rape, sexual abuse, strategies for staying safe</p>	<p>Pornography, the law and revenge porn LGBTQ+ history, rights and spectrum of gender Stages of an intimate relationship, the difference between love and lusts, how to identify problems in relationships</p>	<p>The media and self-esteem, including representation on TV and on social media Importance of sleep in relation to mental health Physical and emotional changes as you become an adult</p>
<p>Year 13 (17-18)</p>	<p>Consent in relationships and ending relationships Human rights and societal freedom Radicalisation and extremist groups in the UK</p>	<p>Bullying in school and the workplace Equality and inequality Religious differences and rights in the workplace</p>	<p>Career options – universities/ apprenticeships, moving from home and rent Health goals Long-term goals – family life, travelling, careers, different aspirations</p>	<p>STIs, sexual pressures and fertility issues Self-examination, common threats to health and misuse of antibiotics Risks associated with vaping, smoking, and alcohol</p>	<p>FGM Domestic violence and unhealthy unbalance of power in relationships, age of consent Hate crimes relating to LGBTQ+</p>	

APPENDIX 4: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

Name of Child		Form	
Name of Parent		Date	
Reason for withdrawing from sex education with RSE			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school	
Agreed actions discussed with parent	
Checks and processes	<p>Parents have been invited to meet the MAP co-ordinator and SLT lead for MAP to discuss concerns - INSERT DATE OF MEETING _____</p> <p>Withdrawal form sent – INSERT DATE _____</p> <p>Parents still wishing to withdraw will then meet the SLT lead for MAP and headteacher to discuss concerns- INSERT DATE _____</p>