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## Relationships, Sex And Health Education (RSHE) Policy

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### 1. Aims

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Students in Year 4 to Year 6 at Chetham's, will study the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. In Years 7 to Year 11, teaching will build on the knowledge acquired at primary and develop further, pupils'

understanding of health, 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. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

**Our RSHE policy and practice follows the guidance from KCSIE 2022 in being part of a whole-school preventative education strategy which includes timetabled evidence-based RSHE lessons as well as reinforcement throughout the school curriculum.**

## **2. Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools, where Personal, Social, Health and Economic Education (PSHE) continues to be compulsory (as set out in the Education (Independent School Standards) Regulations 2014).

UN Convention on the Rights of the Child (1989): Every child has the right to the best possible health, and education on health and wellbeing so the child can stay healthy.

When delivering the RSHE curriculum at Chetham's, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

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). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

RSHE must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND). When delivering the RSHE curriculum at Chetham's, the needs of SEND pupils will be considered and where appropriate content will be age differentiated or tailored to meet the needs of pupils at different developmental stages. The SEND code of practice states that it is important that SEND pupils are prepared for adulthood outcomes, for example those with Social, Emotional and Mental Health needs or learning disabilities, or where the nature of their SEND makes them more vulnerable to exploitation or bullying. As such, Chetham's will provide a sensitively delivered, age-appropriate and developmentally appropriate RSHE programme to all its SEND pupils.

## **3. Policy development**

The School's RSHE Policy has been developed through the following procedures:

1. Initial Review – the Head of Humanities, the Humanities team and the Junior school teachers have reviewed all the relevant information, including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations via the schools HR Officer.

3. Parent/stakeholder consultation – **parents have been consulted via an online survey**
4. Pupil consultation – we investigated what exactly pupils want from their RSHE through an electronic survey, and discussion at the Student Forum.
5. Ratification – once amendments were made, the policy was shared with the **Safeguarding Commission**

## 4. Definition

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

The teaching of RSHE involves a combination of sharing information with students and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 (Primary year groups) and Appendix 2 (Secondary year groups) but we may need to adapt it as and when necessary.

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

We comply with the recommendations laid out in the PSHE Association's Programme of Study for Key Stages 2, 3 and 4, although FGM is only covered in KS4.

## 6. Delivery of RSHE

Relationships and Health education is taught within the **Junior School (Years 4-6)** – see Appendix 1 for content and delivery.

**Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

In **Years 7-11** RSHE is delivered through the PSHE, IT, Fit to Perform and the Science curriculum. Aspects of it are also covered within Section assemblies, whole-school assemblies, Tutor groups, **and other academic subjects (see appendices)**.

RSHE 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 RSHE curriculum in years 7-11, see Appendix 2.

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, LGBTQ+ 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).

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The Governing Body has delegated the approval of this policy to the school's Safeguarding Committee.

### **7.2 The Joint Principal (NS)**

The Joint Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/ non-science components of RSHE (see section 8).

### **7.3 Staff**

**PSHE** Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Joint Principal.

At Primary school level, RSHE is taught by the Junior school teachers. At Secondary level, RSHE is mainly delivered through the PSHE curriculum by the Humanities Department, in conjunction with the IT Department, FTP (Fit to Perform) and the Science Department.

### **7.4 Pupils**

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

## 8. Parents' Right to Withdraw

At Primary school level (Years 4-6) and Secondary school level (years 7-11), parents do not have the right to withdraw their children from relationships education.

Sex education is not a part of the Primary school RSHE curriculum at Chetham's other than the statutory content for RSHE required as part of the National Curriculum for Science (detailed below):

- describe the changes as humans develop to old age
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

At Secondary School level (Years 7-11), parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE 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. The statutory sex education that all Secondary school pupils must receive is flagged as statutory content in Appendix 2, p18.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Joint Principal (NS).

A copy of withdrawal requests will be placed in the pupil's educational record. The Joint Principal (NS) may discuss the request with parents and take appropriate action.

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

## 9. Training

PSHE Staff are trained in the delivery of RSHE as part of their induction and it is included as part of continuing professional development. **Examples include: Stonewall; Manchester Healthy Schools; The Big Debate Macclesfield; First Aid training.**

The Joint Principal (NS), Lead Nurse, Designated Safeguarding Lead and Healthy Schools Co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by the Joint Principal (NS), Assistant Principal (JH), Head of PSHE and Head of Humanities through learning walks, student fora, and surveys. In addition, to ensure the content and teaching is effective, the delivery will be assessed and evaluated in the classroom and department meetings.

This policy will be reviewed annually by the Head of PSHE and Head of Humanities. At every review, the policy will be scrutinised by the Safeguarding Committee

## **11. Relationship with other Policies, Procedures and Curriculum Areas**

- PSHE – RSHE sits within the PSHE curriculum.
- Promoting Good Behaviour – RSHE is linked to the school’s broader policy on anti-bullying and the promotion of tolerance and respect for the protected characteristics of the Equality Act.
- Child Protection – if any disclosure occurs during an RSHE lesson or concerns are raised, teachers will follow the school’s procedure for Child Protection/Safeguarding
- Confidentiality – Children have rights under the Children’s Act 1989 and thus can expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk
- External Visitors – where external agencies are involved in the delivery of RSHE, the school’s RSHE policy will be made available to them.

## Appendix 1: By the end of primary school pupils should know details and curriculum map

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Families and people who care about me	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.               <ul style="list-style-type: none"> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> </li> </ul>	<p>Y4 “Family” topic Autumn term, Half-term 1 in PSHE lessons. Recovered with Year 5.</p> <p>Some recap in Y6 tutor time in Spring term, prior to work on respectful relationships.</p>
Caring friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p>Y4 “Friends” topic Autumn term, Half-term 2 in PSHE lessons. Recovered with Year 5.</p> <p>Some recap in Y6 tutor time in Spring term, prior to work on respectful relationships.</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <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 those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	Year 6 PSHE Topic – “Respecting Others” with class teacher – Spring Term
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>Years 4 and 5 E-safety lessons in ICT. Re-covered in Y6 tutor group. – Autumn Term.</p> <p>Year 6 ICT Lessons – Autumn term</p>



TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	Year 4/5 to be included in the Autumn Term topics of “Family and Friends”

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>Spring Term on a cycle – each class covering the issues but in increasing depth as appropriate and with a mind to annual intake of new pupils.</p> <p>Autumn Term usually has visits from Nuffield Health to deliver a six-week course on Mental Well-Being and matters such as healthy eating and sleep.</p> <p>Class teachers to identify problems as they occur and use tutor time – and assembly – to resolve and react.</p> <p>Academic Music: individual creation and collective performance (e.g. choir) as an outlet for emotional expression</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>Years 4 and 5 E-safety lessons in ICT. Re-covered in Y6 tutor group. – Autumn Term.</p> <p>Year 6 ICT Lessons – Autumn term</p>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Fit to perform are the lead practitioners.</p> <p>Class teachers to emphasise this point at outset of Autumn Term. Seen as some sort of induction. Encourage other staff to emphasise the point. Possibly in Lower School assembly.</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	Year 4 Science in Autumn Term – class teacher. Revised for both Year 5 and 6 due to intake of new pupils – early in Autumn Term - Tutor time.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	Year 6 Science - Summer Term

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>Year 6 Science – Summer Term</p> <p>Year 4/5 Science – Summer Term</p> <p>(See “Mental Well- Being” above.)</p> <p>Year 4/5 Science – Summer Term</p> <p>Year 6 Science – Autumn Term – currently in scheme of work</p>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	Tutor time activities

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP/ NOTES
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>Year 5 Spring Term - Science lessons – separate sessions for boys and girls.</p> <p>Year 6 Summer Term - Science lessons – separate sessions for boys and girls.</p>

## Appendix 2: By the end of secondary school pupils should know details and curriculum map

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Families	<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 or civil partnerships is, including their 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</li> <li>• Why marriage or civil partnerships 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> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <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); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>	<p><b>MFL:</b> Y7- 9  <b>Eng:</b> Y7 Holes, Family poetry unit, Boy in Striped PJs            Frankenstein            All Shakespeare  <b>Drama:</b> Roger McGough - The Identification  <b>Art</b>  <b>PSHE:</b> Y8 relationships            Y10 relationships  <b>Comp Ed:</b> Getting to know you; valuing the family situation; awareness of free week-end &amp; holiday arrangements – family or guardians; opportunities to explore concerns / joys.</p>

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <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> <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> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <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>	<p><b>Academic Music:</b> Children in Y 7-9 regularly work together in small groups on improvisation and composition projects, sometimes without direct supervision of a teacher. This encourages mature and respectful working relationships. Listening to one another's work at the end of a project encourages supportive evaluation. Opportunities to study music from a variety of cultural backgrounds, including different ethnicities and social groups by musicians of all genders.</p> <p><b>Eng:</b> Literature GCSE Othello, Purple Hibiscus, The Crucible, Of Mice &amp; Men, Y9 Lord of the Flies, Twelfth Night</p> <p><b>PSHE:</b> Y7 Friendship Y8 Relationships Y9 Prejudice &amp; Discrimination Y10 Relationships Y11 Crime &amp; punishment</p> <p><b>Comp Ed:</b> How to make &amp; develop friendships; conflict resolution; appropriate relationships with peers; professional relationships and boundaries with teachers and</p>
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
		tutors, especially instrumental tutors.
Online and media	<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> <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> <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> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <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> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<p><b>Academic Music:</b> Awareness of intellectual property rights; avoiding copying directly from internet; importance of proper referencing Arranging and sampling in music and music tech; proper routes to gaining permission and acknowledgement of sources.</p> <p><b>English and Drama</b> access to Digital Theatre + Buchner’s Woyzeck, Williams’ Streetcar, The Crucible English Language GCSE material Newspapers Y9 Advertisements Y7 Travel writing Y9</p> <p><b>PSHE:</b> Y7 Personal safety / cyberbullying Y8 Relationships Y10 Relationships Y11: E-safety</p> <p><b>Comp Ed:</b> Model good practice; reinforce e-safety.</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Being safe	<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> <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>	<p><b>Eng:</b> The Angel Stone Y9, Great Expectations Y8, Refugee Boy Y8, Cider with Rosie</p> <p><b>PSHE:</b> Y7 Personal safety Y11 Personal safety</p> <p><b>Comp Ed:</b> Careful correction of “throwaway” comments by students; discussions of differences in rules and laws in the UK.</p>

<p>Intimate and sexual relationships, including sexual health</p>	<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> <li>• 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</li> <li>• The facts about reproductive health, including fertility, the menopause and the potential impact of lifestyle on fertility for men and women</li> <li>• reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <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> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <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> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<p>Y10 PSHE Relationships</p> <p><b>Eng:</b> KS4/3 Othello, Twelfth Night, Much Ado About Nothing, The Crucible, Poetry, CIE Short Stories</p> <p>Y10 PSHE</p> <p>KS3 Science</p> <p>KS3 Science</p> <p>Y8 &amp; Y10 PSHE</p> <p>Y8 &amp; Y10 PSHE</p> <p>KS3 Science</p> <p>KS3 Science</p> <p>KS3 Science</p> <p>(STIs etc) KS4 Science and Y10 PSHE</p> <p>KS3/4 Science</p> <p>Y10 PSHE</p> <p>School Medical Centre</p>
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TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
		<p><b>Comp Ed:</b> Signposting to medical.</p>
Mental wellbeing	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <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> <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> <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>	<p><b>Academic Music:</b> individual creation and collective performance (e.g. choir) as an outlet for emotional expression  <b>Eng:</b> Ted Hughes poetry, CIE Short story anthology Buchner's Woyzeck Carol Ann Duffy poetry KS4 Yr 9 War Poetry  <b>Drama:</b> KS3 The Terrible Fate of Humpty Dumpty , Othello, Musch Ado About Nothing  <b>PSHE:</b> Y9 Mental health topic  Y11 Mental health  <b>Comp Ed:</b> Strong correlation between SEND and mental health issues; discussions re: homesickness etc as they arise; understanding and naming feelings (particularly with ASC and EAL students).</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Internet safety and harms	<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, 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> <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>	<p><b>Eng Lang:</b> GCSE material  <b>PSHE:</b> Y7 Internet safety topic  Y11 E-safety  <b>Comp Ed:</b> Ongoing reinforcement and modelling of good practice.</p>
Physical health and fitness	<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> <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> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>	<p><b>Eng Lang:</b> GCSE material  <b>Drama:</b> Stretches and warm-ups  <b>PSHE:</b> Y7 Healthy lifestyles lessons  <b>Comp Ed:</b> Importance of work / life balance; encouragement to use gym; link between healthy body and a healthy mind.</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Healthy eating	<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>	<p><b>PSHE:</b> Y7 Healthy eating lessons Y9 Healthy eating &amp; eating disorders.</p> <p><b>Comp Ed:</b> Liaison with Sodexo for ASC students with sensory issues around food; acknowledgement of low energy levels for students on ADHD medication.</p>
Drugs, alcohol and tobacco	<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 risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</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> <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>	<p><b>Academic Music:</b> Context re some musicians' personal lives and particular pieces (e.g. Berlioz <i>Symphonie Fantastique</i>)</p> <p><b>Eng:</b> Yr 10 Too Much Punch for Judy Carol Ann Duffy CIE Short story anthology, Poetry, Othello</p> <p><b>PSHE:</b> Y8 Alcohol, Tobacco, Vaping &amp; Drugs topic Y10 Alcohol, Tobacco, Vaping &amp; Drugs topic</p> <p><b>Comp Ed:</b> Looking out for signs; providing a safe environment where students sometimes make reference to these issues.</p>

TOPIC	PUPILS SHOULD KNOW	CURRICULUM MAP
Health and prevention	<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> <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> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <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>	<p><b>PSHE:</b> Y7 Personal hygiene lessons Y9 Mental health Y11 Health</p> <p><b>Comp Ed:</b> How poor hygiene will adversely affect opportunities to make / keep friends (especially ASC students); providing a safe environment in which to raise issues away from a group setting.</p>
Basic first aid	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR (best taught after the age of 12).</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p><b>PSHE:</b> Y9 and Y11.</p> <p><b>Comp Ed:</b> As and when raised by students in one-to-one setting.</p> <p><b>Fit to Perform</b></p>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p><b>Eng:</b> Purple Hibiscus KS4, Poetry, Short Stories</p> <p><b>PSHE:</b> Y7 Puberty topic Y10</p> <p><b>Comp Ed:</b> As and when raised by students in one-to-one setting.</p>

### Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
Name of parent		Date	
<p>I can confirm I have read and understood the RSHE policy and discussed any concerns with the Vice Principal or Head of Humanities.</p> <p>Reason for withdrawing from non-statutory sex education within relationships and sex education</p>			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	