Reach Academy Trust

Relationships and Sex Education 2023-24

As an all-through academy school we must provide relationships and sex education to all pupils as per section 34 of the Children and Social Work Act 2017 and in line with the D of E's Statutory Guidance on relationships education, relationships and sex education and health education.

Relationships Education is compulsory in all Primary Schools in England and Relationships and Sex Education compulsory in all Secondary Schools. Health Education is also compulsory in all state-funded Secondary Schools.

In teaching RSE, we are required by our funding agreements to have regard to <u>guidance</u> issued by the secretary of state as outlined in section 403 of the <u>Education</u> <u>Act</u> <u>1996.</u> This guidance informs us what we **should** and **must** comply with when teaching relationships, RSE and health education.

At Reach Academy Feltham we teach RSE as set out in this policy. Any situation in which we depart from the guidance is explained further in this document.

Approved by:	Local Governing Body	Date: 26th September 2023
Last reviewed on:	13th October 2022	
Next review due by:	September 2024	

Contents

1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

• 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;

• Educate students on sexual harassment and abuse within and external to school;

• Teach pupils the correct vocabulary to describe themselves and their bodies;

• Make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The objectives of the relationship and sex education (RSE) at our school are to:

• To provide the knowledge and information to which all pupils are entitled;

• To clarify/reinforce existing knowledge;

• To raise pupils' self-esteem and confidence, especially in their relationships with others;

• To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;

• To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

• To provide the confidence to be participating members of society and to value themselves and others;

• To help gain access to information and support;

• To develop skills for a healthier, safer lifestyle;

• To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;

- To respect and care for their bodies;

- To be prepared for puberty and adulthood (including parenthood).

2. Statutory requirements

As an all-through academy school we must provide relationships and sex education to all pupils as per section 34 of the Children and Social Work Act 2017 and in line with the D of E's Statutory Guidance on relationships education, relationships and sex education and health education.

Relationships Education is compulsory in all Primary Schools in England and Relationships and Sex Education compulsory in all Secondary Schools. Health Education is also compulsory in all state-funded Secondary Schools.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This guidance informs us what we should and must comply with when teaching relationships, RSE and health education.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance;

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;

3. Pupil consultation – we investigated what exactly pupils want from their RSE;

4. Parents have been invited to review this policy on the website and provide feedback if they so wish;

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Reach Academy Feltham sees RSE as a core component of our responsibility towards the well-being of our students. We aim to foster an open dialogue, grounding in the values outlined below.

As an all-through school in an area of high multiple deprivation we have a particular need to tackle issues such as emotional well-being, healthy relationships, sexual health and pregnancy, as well as sexuality and the biology of sex. We have a mixed religious and cultural heritage within the student body and therefore need to bear this in mind during delivery. Within the borough there is a reasonably high incidence of FGM and arranged marriage. This is something that we need to be aware of and will seek expert advice on.

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

At Reach Academy we deem it critical to teach age and stage appropriate RSE throughout the school.

Our curriculum is designed in line with the Programme of Study from the PSHE Association https://pshe-association.org.uk/ which identifies the key age appropriate content that should be covered in PSHE from Key Stage 1-5, and content is revisited in a 'spiral' curriculum. We teach PSHE weekly across the school and each half-term (primary) and Cycle (secondary) has a different theme. In primary, RSE content is taught across the school year and falls under 'Relationships' and 'Growing and Changing'. In secondary, RSE content is taught across the school year in our Team Reach lessons and through Form and Focus. In addition, we have a one off timetable day per academic year to Relationships and Sex Education themes, which allows us to explore issues in depth and provides a valuable opportunity to make the most of external facilitators for some sessions.

RSE is taught within our Team Reach education curriculum, with some aspects also being delivered via our science curriculum, and some other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered by trained health professionals. Our ambition is to encourage positive self-esteem and healthy relationships. Our team reach sessions are designed to ensure young people receive consistent and age appropriate information.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, 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).

A range of teachers deliver Team Reach lessons. In general these teachers will have a detailed knowledge of the needs of every pupil and therefore they will be able to differentiate appropriately. A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach Relationships and Sex Education include fiction, reference books, leaflets and extracts from videos. We are able to use many high quality resources provided through our membership of the PSHE Association.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the pupils are fully informed and don't seek answers online. We have also taken guidance from the latest Ofsted review which the government as to complete rapid review of sexual abuse in schools, after numerous anonymous testimonials of sexual harassment and abuse were posted on the Everyone's Invited website. A key finding was the schools RSE education was not equipping students with the information and advice they needed. Many students reported that they turn to social media or their peers to educate each other. As a result of this we have adapted this year's RSE curriculum to ensure that students understand and know what sexual violence and sexual harassment is and how to report it. We are committed to delivering a curriculum where students feel safe and secure with their fellow peers and staff members. For more information on this topic please see the Safeguarding Policy.

Staff ensure that the learning environment is always safe by setting clear and agreed ground rules with the students at the outset of every session. Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with openness but that the opportunity for students to ask questions is there.

Staff should try to respond to students' questions providing that answers are framed in terms of the promotion of family values. The use of a question wall or question box will be frequently employed to ensure that students feel confident to seek clarification and information.

We are confident that we can deliver controversial topics in a professional and appropriate way, and we will always seek best practice guidance to do this. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are

more appropriate and relevant.

6. Delivery of RSE

Relationship and sex education will reflect the values of the PSHE and Citizenship programmes, which we refer to as 'Team Reach'. RSE will be taught in the context of the 'Relationships' strand of Team Reach. Furthermore, all RSE lessons will be grounded in our school values: reflect, endeavour, aspire, show courage and have fun. Team Reach runs weekly for years 7-11 with Team Reach days running throughout the year to cover key priorities and current safeguarding topics. This will be delivered by teachers of the school.

In addition, RSE will promote self-esteem and emotional health and wellbeing and help the pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The core of Reach Academy Feltham's RSE policy has three main elements:

Attitudes and values
● Recognition of the value of family life, consistently stable and loving relationships for the nurture of children
● Respect for self and others
● Exploration of moral dilemmas
● Development of critical thinking

Personal and social skills
● Self-confidence, self-esteem and empathy for others
● Managing emotions and relationships confidently and sensitively
● Skills of choice to manage responsibility

Knowledge and understanding
● Emotions and relationships
● Physical development
● Sexuality, reproduction, sexual health
● Information on local and national contraception and sexual health services
● Reasons for delaying sexual activity
● The avoidance of unplanned pregnancy

Primary Phases

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 including on child on child abuse
- Online relationships
- Being safe
- How to report something that makes them feel unsafe

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary Phases

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
- Child - Child abuse
- Sexual Violence and Sexual Harassment
- How to report something that makes them feel unsafe

For more information about our RSE curriculum, see Appendices 1 and 2.

Reach Academy provides a setting in which students can be offered appropriate teaching about Relationships and Sex Education. The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

RSE is supported by the Academy's Character and PSHE Education curriculum (Team Reach education) and is inclusive of all students to ensure that they:

- Receive their sex education in the wider context of relationships.
- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

Children with additional needs
Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Equal opportunities

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage and looked after status.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Executive Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Co-Headteachers.

7.2 The Co-Headteachers

The Co-Headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

● Delivering RSE in a sensitive way

● Modelling positive attitudes to RSE

● Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

co-headteachers.

The whole school RSE programme will be led by Elly Grantham (Deputy Designated Safeguarding Lead) in the secondary phase (including sixth form) and Francesca Reid (Assistant Headteacher) and Kirsty Simkin (Associate Assistant Headteacher) in the primary phase and is largely delivered by form teachers as part of Team Reach and by science specialist teachers within the science curriculum. The curriculum leader for science is Anna Bardwell.

Staff are regularly trained and briefed so that they are prepared to deliver this content. The safeguarding and inclusion team are also involved in planning and delivery to ensure that RSE especially meets the needs of the vulnerable and reflects any current issues of themes.

This document should be read alongside the Sex and Relationship Education Guidance (Sept 2019) which is statutory guidance for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Se x_Education__RSE__and_Health_Education.pdf

7.4 Pupils

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

Staff are aware that teaching RSE can lead to related disclosures from students and know that they need to follow the academy safeguarding policy should this arise. Staff are also able to consult with the Designated Safeguarding Lead with regards to advice on delivering sensitive content to some student groups. A member of staff cannot promise confidentiality if concerns exist.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to one or other of the co-head teachers, Beck Owen or Tilly Browne. A member of the senior team will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

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

9. Training

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

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

When appropriate, visitors such as the school nurse may be involved in the delivery of RSE education, particularly in Key Stage 2 and above. We also make use of national charities and local networks to further enhance the quality of our provision.

10. Monitoring arrangements

The delivery of RSE is monitored by the Team Reach Leads:

Documents that inform the school's RSE policy include:

● Education Act (1996)
● Learning and Skills Act (2000)
● Education and Inspections Act (2006) of Equality Act (2010),
● Supplementary Guidance RSE for the 21st century (2014)
● Keeping children safe in education – Statutory safeguarding guidance (2021)
● Children and Social Work Act (2017)

RSE is monitored and evaluated regularly. As a result of this process changes will be made to the Relationships and Sex Education programmes as appropriate. Furthermore, staff will be asked to complete surveys to ascertain their views on the RSE provision annually to help inform future planning.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.
This policy will be reviewed by the Designated Safeguarding Lead annually. At every review, the policy will be approved by the Executive Headteacher. During the annual review, parents will have an opportunity to provide any feedback and recommendations.

11. Accessibility

The planning of the curriculum has taken into consideration the needs of pupils with special educational needs and disabilities. Particular attention has been paid to the preparation for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. The RSE Curriculum Lead will work with the AEN department to tailor content to meet the specific needs of pupils at different development stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

Relationships and Sex Education curriculum map

Below is an overview of the content taught at Reach Academy from Reception to Year 11. It demonstrates the alignment to the National Curriculum. Team Reach Curriculum content that falls under Sex Education has been highlighted in bold. These also outline where the Team Reach curriculum goes beyond the Science National Curriculum in regards to Sex Education.

Relationship and Sex Education Statements in the Team Reach Curriculum	Sex Education Statements in the Science National Curriculum
Reception: • Learn what healthy vs. unhealthy friendships look like. • Learn about the concept of privacy and understand the difference between public vs. private spaces. • Understand that your body belongs to you and understand which parts of your body are private. • Know the difference between good and bad touch. • Know the adults you can trust in and out of school. • Understand that there are similarities and differences in families. • Learn about the process of growing from a baby to an adult and how people's needs (for example the food they eat, the clothes they wear and how much support they require from others) change. • Learn the correct names for the main parts of the body, including external genitalia, and the bodily similarities and differences between boys and girls.	Reception: • Learning about growing and changing and new opportunities and responsibilities that increasing independence may bring. • Learn the correct names for the main parts of the body and the bodily similarities and differences between boys and girls.

Year 1:	Year 1:
	● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Learn what healthy vs. unhealthy friendships look like. - Learn about the concept of privacy and understand the difference between public vs. private spaces. - Understand that your body belongs to you and understand which parts of your body are private. - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. - To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. - Know the difference between good and bad touch. - Know the adults you can trust in and out of school. - Understand that there are similarities and differences in families. - Learn about the process of growing from a baby to an older person and how people's needs (for example the food they eat, the clothes they wear and how much support they require from others) change. - Learning about growing and changing and new opportunities and responsibilities that increasing independence may bring. - Recap the correct names for the main parts of the body, including external genitalia, and the bodily similarities and differences between boys and girls.	

Year 2: • Learn what healthy vs. unhealthy friendships look like. • Learn about the concept of privacy • The difference between public vs. private spaces. • Understand that your body belongs to you • Understand which parts of your body are private. • Know the difference between good and bad touch. • Know the adults you can trust in and out of school. • Notice that animals, including humans, have offspring which grow into adults • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. • Recap the correct names for the main parts of the body, including external genitalia, and the bodily similarities and differences between boys and girls.	**Year 2:** • Notice that animals, including humans, have offspring which grow into adults . • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3: • Learn what healthy vs. Unhealthy friendships look like. • Learn about the concept of privacy and understand the difference between public vs. private spaces. • Understand that your body belongs to you and understand which parts of your body are private. • Know the difference between good and bad touch. • Know the adults you can trust in and out of school. • Recap the correct names for the main parts of the body, including external genitalia, and the bodily similarities and differences between boys and girls. • Understand that there are different types of relationships and committed relationships can be different. • Know that marriage and civil partnership is a legal declaration of	**Year 3:** There are no Sex Education Statements in the Science National Curriculum for Year 3.

commitment. ● Understand how the body will, and emotions may, change as children approach and move through puberty.	
Year 4: ● Learn what healthy vs. unhealthy friendships look like. ● Learn about the concept of privacy and understand the difference between public vs. private spaces. ● Understand that your body belongs to you and understand which parts of your body are private. ● Know the difference between good and bad touch. ● Know the adults you can trust in and out of school. ● Know that there are different types of relationships and committed relationships can be different. ● Know that there are different types of attraction. ● Know that marriage and civil partnership is a legal declaration of commitment. ● Recap the correct names for the main parts of the body, including external genitalia, and the bodily similarities and differences between boys and girls. ● Understand how the body will, and emotions may, change as children approach and move through puberty. ● Understanding what inappropriate touch is and what to do in this situation	**Year 4:** There are no Sex Education Statements in the Science National Curriculum for Year 4.
Year 5: ● Learn about the concept of privacy and understand the difference between public vs. private spaces. ● Understand that your body belongs to you and understand which	**Year 5:** ● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. ● Describe the changes as humans develop to old age. ● Recognise that living things produce offspring of the same kind,

parts of your body are private. ● Know the difference between good and bad touch. ● Know the adults you can trust in and out of school. ● Know that there are different types of relationships and committed relationships can be different. ● Know that marriage and civil partnership is a legal declaration of commitment. ● Understand how the body will, and emotions may, change as children approach and move through puberty. ● Learn about human reproduction, sexual intercourse and babies. ● Know the difference between males and females, that most people are born as biologically male or female, that gender is a choice and some people identify as male or female and some people choose not to choose either gender, that some people identify as a different gender to their biological sex. ● Learn about different gender identities. ● Know that there are different types of attraction. ● Understanding what inappropriate touch is and what to do in this situation	but normally offspring vary and are not identical to their parents.
Year 6: ● Learn about the concept of privacy and understand the difference between public vs. private spaces. ● Understand that your body belongs to you and understand which parts of your body are private. ● Know the difference between good and bad touch. ● Know the adults you can trust in and out of school. ● Know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them. ● Know the difference between biological sex, gender identity and sexual orientation. ● Learn strategies to manage the physical, emotional and mental	Year 6: ● Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. ● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

changes that are a typical part of growing up. • Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • Understanding gender stereotypes and sexism • Understanding forms of sexual violence including upskirting	
Year 7: • How to manage physical and emotional changes during puberty • Personal Hygiene • How to recognise and respond to inappropriate and unwanted contact • FGM and how to access help and support • About qualities and behaviours relating to different types of positive relationships • How to recognise unhealthy relationships • How to evaluate expectations for romantic relationships • Consent and how to seek and assertively communicate content	Year 7: • Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • Reproduction in plants including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal • Identify things that organisms compete for including mates • State that DNA contains genetic information inherited from our parents • State inherited characteristics and how they arise.
Year 8: • The qualities of positive, healthy relationships	Year 8: • Describe the role of organs in the reproductive system. • Describe the stages in the menstrual cycle.

- How to demonstrate positive behaviours in healthy relationships - About gender identity and sexual orientation - About forming new partnerships and developing relationships - About the law in relation to consent - That the legal and moral duty is with the seeker of consent - How to effectively communicate about consent in relationships - About the risks of sexting and how to manage requests or pressure to send an image - About basic forms of contraception eg. Condom and Pill	- Explain what happens during fertilisation. - Describe the stages in the gestation cycle. - Explain how IVF can be used to assist a pregnancy. - Compare plant and human reproductive cycles. - Explain the stages in plant reproduction.
Year 9: - How to distinguish between healthy and unhealthy friendships - How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively - How to assess risk and manage influences, including online - About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering - About positive relationships in the home and ways to	Year 9: - Review the role of organs in the reproductive system - Describe how random fertilisation leads to variation between organisms - Describe the stages of the menstrual cycle - Explain the role of hormones in the menstrual cycle - Describe different methods of contraception - Explain how hormones can be used in contraception

reduce homelessness amongst young people • About conflict and its causes in different contexts • How to manage relationship and family changes including relationship breakdown, separation and divorce • About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • About facts and misconceptions relating to consent • About the continuous right to withdraw consent and capacity to consent • About STIs, effective use of condoms and negotiating safer sex • About the consequences of unprotected sex, including pregnancy • How the portrayal of relationships in the media and pornography might affect expectations • How to assess and manage risks of sending, sharing or passing on sexual images • How to secure personal information online	
Year 10: • About relationship values and the role of pleasure in relationships • About assumptions, misconceptions and social norms about sex, gender and relationships • About the opportunities and risks of forming and	Year 10: • How cells divide by mitosis • Comparison of sexual and asexual reproduction • Advantages and disadvantages of sexual and asexual reproduction • Examples of sexual and asexual reproduction

conducting relationships online - How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours - About the ethical and legal implications in relation to consent, including manipulation, coercion and capacity to consent - How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support - How to recognise and challenge victim blaming - About asexuality, abstinence and celibacy	- DNA and genetic information - Sexually transmitted disease and prevention
Year 11: - About core values and emotions - About gender identity, gender expression and sexual orientation - How to communicate assertively - How to communicate wants and needs - How to handle unwanted attention, including online - How to challenge harassment and stalking, including online - About various forms of relationship abuse	Year 11: - Describe the stages of the human menstrual cycle - Describe the role of the organs in the human reproductive system - Role of hormones in reproduction and contraception - Evaluate different contraceptive methods - Role of hormones in infertility treatment - Explain the role of DNA in inheritance and inherited disorders - Describe methods of genetic engineering

- About unhealthy, exploitative and abusive relationships - How to access support in abusive relationships and how to overcome challenges in seeking support - About different types of families and changing family structures - How to evaluate readiness for parenthood and positive parenting qualities - About fertility, including how it varies and changes - About pregnancy, birth and miscarriage - About unplanned pregnancy options, including abortion - About adoption and fostering - How to manage change, loss, grief and bereavement - About honour based violence and forced marriage and how to safely access support	
Year 12: - how to seek and assertively give, not give or withdraw consent, in all contexts - about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent - about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent - how to identify the signs of abuse, exploitation and assault or rape - where and how to access support and report concerns, including	

online

- to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online

- how to recognise manipulation and coercion and manage negative influence and persuasion

- exit strategies for unhealthy relationships

- about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help

- about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help

- exit strategies for pressurised or dangerous situations

Year 13:

- how to assertively communicate relationship expectations

- how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent

- how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner

- about sexual health services, locally, nationally and online, and how to access and use them

- to recognise how fertility changes over time and evaluate the implications of this

- about the advantages of delaying conception

- about unintended pregnancy and young parenthood

- about the pathways available in the event of an unintended conception

- how to access appropriate advice and support in relation

  to pregnancy, including miscarriage

- how to manage mature friendships, including making friends in new places

- strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time

- about personal safety in new relationships, including online

- how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust'

- about relationship challenges and how to manage the ending of relationships safely and respectfully, including online

- how to assertively communicate and negotiate boundaries in relationships

- about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries

- how to manage strong emotions, communicate constructively and negotiate difficulties

- strategies to recognise, de-escalate and exit aggressive social situations

- how to evaluate the dangers and consequences of

  involvement in gangs, serious organised crime or carrying

  a weapon

Appendix 2: National Curriculum - By the end of primary school, pupils should know the following

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Appendix 3: National Curriculum - By the end of secondary school, pupils should know:

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- 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 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
    - 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 (for example, 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- 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

Pupils should know:

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

Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example 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 to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through 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 advice and treatment