

# Relationships and sex education policy (from 2020)

Gosforth East Middle School



Approved by: **SLT**

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## 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our RSE curriculum is also supported by the school's philosophy of the 4Rs – Resilience, Relationships, Resourcefulness and Reflection.

## 2. Statutory requirements

As a maintained Middle School, years 5 and 6 follow the Primary guidance and years 7 and 8 follow the Secondary guidance.

Years 5 and 6

As a maintained middle school, we must provide relationships education to all year 5 and 6 pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Gosforth East Middle School we teach RSE as set out in this policy.

Years 7 and 8

As a maintained middle school we must provide RSE to all year 7 and 8 pupils as per the [Children and Social work act 2017](#).

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

At Gosforth East Middle School we teach RSE as set out in this policy.

### 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 member of staff or 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. Parent/stakeholder consultation – parents and any interested parties were invited review the policy and offer their recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE through school council meetings
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum for PSHCE (which includes RSE) is set out as per Appendix 1 but we may need to adapt it as and when necessary. Relationship education falls into many other areas and as such is incorporated throughout our full PSHCE scheme of work.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We follow the PSHCE Association's recommended scheme of work. 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.

Primary sex education, that could be delivered in either PSHE or science lessons will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within either PSHE or the science curriculum, and other aspects are included in religious education (RE). All sessions that are delivered cover age appropriate content and are in line with the PSHCE Association's recommendations.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. At various other times throughout the school year we may invite trained professionals into school to deliver age appropriate sessions.

Years 5 and 6

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

For more information about our RSE curriculum, see Appendix 1

Years 7 and 8

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

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

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

All year groups

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).

We adapt our delivery of content for any child that has a special educational need if the child would benefit from this.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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

The governing board has delegated the approval of this policy to Mr T Stout

### 7.2 The headteacher

The headteacher and the head of PSHCE are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 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 components of RSE

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

The PSHCE curriculum is taught by a wide variety of staff at Gosforth East Middle School. These could be the same form teacher as a child, a different form teacher to the child or the Head of PSHCE. All staff teaching PSHCE have read through the curriculum and follow the sequence of lessons.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Gosforth East Middle School's PSHCE curriculum follows the PSHCE Association's recommended programme of study. All RSE lessons are age appropriate. The medium term scheme of work is available on our web-site for parents to review.

#### Years 5 and 6

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Parents do not have the right to withdraw from the statutory components of sex-education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head of PSHCE.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education.

#### Years 7 and 8

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of PSHCE.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of PSHCE will discuss the request with parents.

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

Any requests for withdrawal from the non-statutory components of the sex education programme must be submitted to the Head of PSHCE by the 1<sup>st</sup> October of any new academic year.

## 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 headteacher/Head of PSHCE 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 if it is needed.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHCE through:

Work Scrutinies, Pupil Voice, Learning Walks and Observations.

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

This policy will be reviewed by the Head of PSHCE and SLT every two years. At every review, the policy will be approved by the head teacher and the governors.

## Appendix 1

YEAR 5 – MEDIUM-TERM OVERVIEW			
Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination  PoS refs: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10	<ul style="list-style-type: none"> <li>about mutual respect, being polite and how personal behaviour can affect others</li> <li>how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles</li> <li>how to behave respectfully online</li> <li>about stereotypes and how they influence behaviour</li> <li>about the impact of bullying and hurtful behaviour, including online</li> <li>strategies for responding to bullying and hurtful behaviour witnessed or experienced</li> <li>how to challenge discrimination, seek help and report concerns</li> </ul>	<a href="#">CEOP - Play, Like, Share</a>  <a href="#">Home Office - Disrespect NoBody</a>  <a href="#">Barnardo's Primary Resource Pack – Anti-HBT Bullying</a>  <a href="#">PSHE Association - Inclusion, Belonging and Addressing Extremism - Lesson 3: Stereotypes</a>
Autumn 2	<b>Mental wellbeing:</b> Taking care of mental health; Managing challenges; Seeking support for themselves and others  PoS refs: H15, H16, H17, H18, H19, H20, H21, H22, H24	<ul style="list-style-type: none"> <li>about mental health, what it means and how to take care of it</li> <li>how feelings and emotions are affected at changing, challenging or difficult times</li> <li>ways of managing these feelings</li> <li>how to seek support and advice when needed</li> </ul>	<a href="#">PSHE Association – Mental Health and Emotional Wellbeing</a>  <a href="#">Premier League Primary Stars - Resilience</a>
Spring 1	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM  PoS refs: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11	<ul style="list-style-type: none"> <li>about the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>how to recognise if a friendship is making them feel uncomfortable or unsafe</li> <li>how to maintain and respect privacy and boundaries, including online</li> <li>how to recognise different types of physical contact and what is, or is not, acceptable</li> <li>about seeking and giving/not giving permission in different situations</li> <li>how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM<sup>1</sup></li> </ul>	<a href="#">NSPCC – Share Aware</a>  <a href="#">NSPCC – Underwear rule</a>  <a href="#">CEOP – Play, Like, Share</a>  <a href="#">Home Office - Disrespect NoBody</a>  <a href="#">Google and Parent Zone - Internet Legends</a>

<sup>1</sup> Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

Spring 2	<p><b>Careers:</b></p> <p>Career types; challenging career stereotypes; enterprise project –</p> <p><i>CROSS-YEAR, GROUP WITH Y7</i></p> <p>PoS refs: R32, L9, L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> <li>skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation)</li> <li>about the range of careers that people can have</li> <li>about career paths and changing types of jobs over the course of a lifetime</li> <li>about what might influence career decisions (i.e. personal interests and values, family, personal strengths and skills, level of pay)</li> <li>to identify the kind of job they may like to do when older</li> <li>Project guidance: Pupils design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 5 should identify the skills required in each role.</li> </ul>	
Summer 1	<p><b>Substances:</b></p> <p>Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> <p>PoS refs: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1</p>	<ul style="list-style-type: none"> <li>about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs)</li> <li>about the laws regarding the use of substances</li> <li>about why people choose to use or not use substances</li> <li>about the mixed messages in the media about substances</li> <li>how to seek help and about support organisations</li> </ul>	<p><a href="#">Drug Wise primary school resource (Islington Healthy Schools Team) £</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
Summer 2	<p><b>Keeping active:</b></p> <p>Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p> <p>PoS refs: H1, H2, H3, H7, H12, H13, H16, H38</p>	<ul style="list-style-type: none"> <li>about the benefits of exercise to mental and physical health</li> <li>about risks associated with an inactive lifestyle</li> <li>to identify opportunities for physical activity</li> <li>about the benefits of the internet and the importance of balancing time online with other activities</li> <li>how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer</li> </ul>	



## YEAR 6 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities  PoS refs: H25, H26, H27, H28, H29, H35, R32, L25, L26	<ul style="list-style-type: none"> <li>about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>how to recognise positive things about themselves and their achievements</li> <li>how to set goals to help achieve personal outcomes</li> <li>how to manage setbacks and perceived failures</li> <li>how to reframe unhelpful thinking</li> <li>about new opportunities and responsibilities that come from increasing independence</li> </ul>	<a href="#">Premier League Primary Stars - KS2 Diversity Lesson</a>  <a href="#">Metro – KS2 Workshop on Gender - Anti HBT Bullying</a>
Autumn 2	<b>Puberty and reproduction:</b> Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made  PoS refs: H17, H31, H33, H34, L3	<ul style="list-style-type: none"> <li>how to manage change – new roles and responsibilities as they grow up</li> <li>how to manage the physical and emotional changes that happen during puberty</li> <li>about adult relationships and the human life cycle</li> <li>about human reproduction; how a baby is made and how it grows</li> </ul>	<a href="#">Medway Public Health Directorate relationships and sex education schemes of work for KS2 - Lessons 1-4 for Year 6</a>  <a href="#">Rise Above – Puberty</a>  <a href="#">Betty – It's perfectly natural</a>
Spring 1	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<ul style="list-style-type: none"> <li>how choices can affect a healthy lifestyle</li> <li>about what constitutes a healthy diet and how to plan healthy meals</li> <li>how bacteria and viruses can affect health</li> <li>hygiene routines to limit the spread of infection</li> <li>how to take responsibility for personal hygiene during adolescence</li> <li>how medicines contribute to health, and how to use them responsibly and safely</li> </ul>	*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

	PoS refs: H1, H2, H3, H6, H9	<ul style="list-style-type: none"> <li>how to manage allergies including how to respond in an emergency</li> <li>about how vaccines and immunisations can prevent some diseases</li> </ul>	
Spring 2	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support  PoS refs: H16, H23, H24, H36, R30, L4	<ul style="list-style-type: none"> <li>how positive friendships can support wellbeing</li> <li>how friendships change (including context such as moving home or schools)</li> <li>how to manage change in different contexts (including loss and bereavement)</li> <li>accessing appropriate support during times of change</li> <li>about empathy and how people can help to support each other in times of difficulty</li> </ul>	<a href="#">PSHE Association – Mental Health and Emotional Wellbeing</a>  <a href="#">NSPCC – Making sense of relationships</a>  <a href="#">Rise Above – Transition to secondary school</a>
Summer 1	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling  PoS refs: H37, H38, H42, R29, L1, L11, L12, L13, L14, L16, L23	<ul style="list-style-type: none"> <li>about the role of the internet in everyday life</li> <li>about the positive and negative uses and effects of the internet and social media</li> <li>how data is shared and used online, and how information can be targeted</li> <li>how images and information online can be manipulated or invented</li> <li>strategies to evaluate reliability of sources and identify misinformation</li> <li>how and why to choose age-appropriate media including TV, film, games and online content</li> <li>about risk in relation to gambling, including online</li> <li>how to manage influences in relation to gambling</li> </ul>	<a href="#">Google and Parent Zone – Internet Legends</a>  <a href="#">BBFC – Let’s watch a film</a>  <a href="#">CEOP – Play, Like, Share</a>  <a href="#">Childnet – Trust me</a>  <a href="#">Newswise - Lesson 3 Managing feelings about the news; Lesson 5 Spotting fake news; Lesson 6 Understanding that news is targeted</a>
Summer 2	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online  PoS refs: H37, H38, H41, H42, R1, R12, R18, R22, R23, R24, R25, R27, R29, L11, L15, L16	<ul style="list-style-type: none"> <li>about opportunities to connect with others, including friends, online</li> <li>about what it means to 'know someone online' and how this differs to knowing someone face to face</li> <li>about why someone may behave differently online, including pretending to be someone they are not</li> <li>how to manage the risks of communicating online with others not known face-to-face</li> <li>strategies to respond to harmful behaviour, including online</li> <li>how to report concerns and access help or advice</li> </ul>	<a href="#">Home Office – Disrespect NoBody</a>  <a href="#">Childnet – Trust me</a>  <a href="#">Google and Parent Zone – Internet Legends</a>  <a href="#">CEOP – Play, Like, Share</a>  <a href="#">NSPCC – Making sense of relationships - Key Stage 2, Lessons 2 &amp; 3</a>

## YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation  PoS refs: L15, L16, L17, L18, L19, L21, L27	<ul style="list-style-type: none"> <li>about financial choices including saving, spending and budgeting</li> <li>about attitudes and values in relation to finance, including debt and pay day loans</li> <li>how to manage influences over financial decisions</li> <li>how to manage emotions in relation to finance</li> <li>to recognise risk and financial exploitation and access help and advice</li> </ul>	<a href="#">Barclays LifeSkills: Money skills lessons 1-4</a>  <a href="#">Cifas: Anti-fraud</a>  <a href="#">Bank of England: econoME</a>
Autumn 2	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services  PoS refs: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34	<ul style="list-style-type: none"> <li>how to manage influences on healthy lifestyle choices including diet and physical activity</li> <li>about the link between sleep and wellbeing</li> <li>how to maintain healthy sleep habits</li> <li>how to balance time between school work, leisure, exercise and time spent outdoors and online</li> <li>how to manage influences on, and maintain, good oral hygiene and dental health</li> <li>strategies to manage stress, puberty and the physical and mental changes that are a part of growing up</li> <li>how to access health services</li> </ul>	<a href="#">PSHE Association – The Sleep Factor</a>  <a href="#">Medway Public Health Directorate relationships and sex education schemes of work for KS3</a>  <a href="#">Rise Above - Sleep</a>  <a href="#">Rise Above - Online Stress and FOMO</a>
Spring 1	<b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use  PoS refs: H5, H23, H24, H25, H26, H27, H28, H29	<ul style="list-style-type: none"> <li>about substance use and misuse, including laws relating to this</li> <li>about the effects of alcohol, tobacco, nicotine and e-cigarettes</li> <li>about attitudes and social norms regarding substances</li> <li>about dependence, including the over-consumption of caffeine-based energy drinks</li> <li>how to safely use over the counter and prescription medications</li> <li>how to manage peer influence in relation to substance use</li> </ul>	<a href="#">Rise Above - Smoking</a>  <a href="#">Rise Above - Alcohol</a>  <a href="#">PSHE Association - Managing peer influence</a>  *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

<b>Spring 2</b>	<p><b>Careers:</b></p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>CROSS-YEAR, GROUP WITH Y5</p> <p>PoS Refs: R15, R16, L1, L4, L5, L11, L13</p>	<ul style="list-style-type: none"> <li>• how to be enterprising</li> <li>• about different types of career and work patterns</li> <li>• how to identify abilities and qualities required for different careers</li> <li>• about young people's employment rights</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group.</li> </ul>	<p><a href="#">Barclays LifeSkills</a></p> <p><a href="#">Bank of England - econoME</a></p>
<b>Summer 1</b>	<p><b>Relationships:</b></p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p>PoS refs: R1, R2, R5, R9, R10, R11, R14, R16, R18, R27, R37, R39, L21, L25</p>	<ul style="list-style-type: none"> <li>• about different types of relationships and the qualities and behaviours associated with positive relationships</li> <li>• about media stereotypes and their effect on relationship expectations</li> <li>• how to manage expectations for romantic relationships</li> <li>• how to manage strong feelings in relationships</li> <li>• how to identify unhealthy relationships and seek support when necessary</li> <li>• about the concept of consent</li> <li>• how to seek and give/not give consent in a variety of contexts</li> </ul>	<p><a href="#">PSHE Association: Guidance on teaching about consent in PSHE education - Lesson 1</a></p> <p><a href="#">Medway Public Health Directorate relationships and sex education schemes of work for KS3 - Lessons 2 &amp; 3 Year 7</a></p> <p><a href="#">NSPCC - Making sense of relationships</a></p> <p><a href="#">Disrespect NoBody</a></p> <p><a href="#">BBFC - Making Choices: Sex, Relationships and BBFC Age ratings</a></p>
<b>Summer 2</b>	<p><b>Friendships and diversity:</b></p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p>PoS refs: R1, R3, R4, R5, R9, R13, R14, R16, R17, R19, R37, R38, R39, R40, R41, R42, L20, L22, L23, L26, L27</p>	<ul style="list-style-type: none"> <li>• how to develop self-worth and confidence to support decision making</li> <li>• to manage influences on beliefs and decisions</li> <li>• strategies for managing group-think and persuasion</li> <li>• about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination</li> <li>• strategies to challenge prejudice-based bullying and discrimination</li> <li>• how to access support services in relation to inclusion or discrimination</li> </ul>	<p><a href="#">#ImWithSam - Anti-disability discrimination</a></p> <p><a href="#">Barnardo's - Secondary Resource Pack - Anti-HBT Bullying</a></p> <p><a href="#">Metro - KS3 Sexual Orientation &amp; Gender Identity. Smashing Stereotypes &amp; Feeling Proud</a></p> <p><a href="#">PSHE Association - Managing peer influence</a></p> <p><a href="#">Rise Above - Bullying and Cyberbullying</a></p> <p><a href="#">Rise Above - Forming positive relationships</a></p> <p><a href="#">Childnet - Crossing the Line</a></p>

## YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence  PoS refs: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24	<ul style="list-style-type: none"> <li>• how to identify their life and career aspirations</li> <li>• how to identify personal strengths and skills for employment</li> <li>• how to challenge stereotypes and expectations that limit aspirations</li> <li>• about routes into different careers</li> <li>• how to evaluate progression routes</li> <li>• about how a person's online presence can affect employability</li> <li>• how to manage online presence including on social networking sites</li> <li>• how to manage emotions in relation to future employment</li> </ul>	<a href="#">Barclays LifeSkills</a>
Autumn 2	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use  PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46	<ul style="list-style-type: none"> <li>• how to manage group friendships</li> <li>• how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>• how to manage personal safety in social situations</li> <li>• how to access support and advice in relation to friendship and peer influence issues</li> <li>• about why young people may join gangs and the consequences of gang behaviour</li> <li>• how to access support in relation to gangs</li> <li>• exit strategies for pressurised situations</li> </ul>	<a href="#">Childnet – Trust me</a>  <a href="#">Childnet – Crossing the Line</a>  <a href="#">Home Office - #knifefree</a>  <a href="#">NCA: Exploring Cybercrime</a>  <a href="#">BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</a>
Spring 1	<b>Relationships:</b> Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health	<ul style="list-style-type: none"> <li>• about relationship norms and expectations</li> <li>• about forming new partnerships and developing relationships</li> <li>• the impact of stereotypes on expectations of gender roles, behaviour and intimacy</li> <li>• about gender identity and sexual orientation</li> <li>• to recognise levels of intimacy, including readiness for sex</li> <li>• about the choice to delay sex and the right to enjoy intimacy without sex</li> </ul>	<a href="#">Guidance on teaching about consent in PSHE education - Lesson 1-4</a>  <a href="#">Medway Public Health Directorate relationships and sex education schemes of work for KS3 - Lessons 1-6 Year 8</a>  <a href="#">NSPCC – Making sense of relationships</a>



	<p>PoS refs: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> <li>• effective communication strategies and consent in intimate situations</li> <li>• the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</li> <li>• about contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>• how condoms and the pill are used safely</li> <li>• about the HPV vaccination programme</li> <li>• about FGM and forced marriage, and how to access help and support</li> </ul>	<p><a href="#">Home Office - Disrespect NoBody</a></p> <p><a href="#">FORWARD: FGM resource</a></p> <p><a href="#">BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</a></p> <p><a href="#">Metro – Sexual Orientation and Gender Identity - Anti-HBT Bullying</a></p>
Spring 2	<p><b>First aid and keeping safe:</b></p> <p>First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> <li>• how to manage personal safety, including when out, travelling, at home and online</li> <li>• how to respond in an emergency situation</li> <li>• how to perform basic first aid, including CPR</li> <li>• when and how to safely use defibrillators</li> </ul>	<p><a href="#">British Heart Foundation: Call Push Rescue</a></p> <p><a href="#">NaCTSO - Run, Hide, Tell</a></p> <p><a href="#">Home Office - #knifefree</a></p> <p><a href="#">British Red Cross: First aid learning for young people</a></p>
Summer 1	<p><b>Mental health and wellbeing:</b></p> <p>Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p>	<ul style="list-style-type: none"> <li>• about attitudes to mental health and how to challenge stigma and misconceptions</li> <li>• ways to promote and maintain emotional wellbeing</li> <li>• how to build resilience and reframe disappointments and setbacks</li> <li>• about the impact of social media on mental health and emotional wellbeing</li> <li>• strategies to develop digital resilience</li> <li>• managing influences, including the media, on body image</li> <li>• about unhealthy coping strategies, including self-harm and eating disorders</li> <li>• about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety</li> <li>• why, when and how to access support for themselves or others</li> </ul>	<p><a href="#">PSHE Association – Mental Health and Emotional Wellbeing</a></p> <p><a href="#">Media Smart – Body Image and Advertising</a></p> <p><a href="#">Rise Above – Online Stress and FOMO</a></p> <p><a href="#">Rise Above – Body image in a digital world</a></p> <p><a href="#">Diana Award &amp; ASOS - #MySenseOfSelf</a></p> <p><a href="#">Cornwall Healthy Schools: STOP Stigma</a></p> <p><a href="#">Samaritans: DEAL</a></p>

Summer 2	<p><b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS refs: R22, L2, L3, L6, L7, L9,</p>	<ul style="list-style-type: none"> <li>• how to review personal strengths and targets</li> <li>• how to identify opportunities to develop strengths and skills</li> <li>• how to set realistic yet ambitious goals for the future</li> <li>• about options available in senior school or key stage 4</li> <li>• how to manage change and transition, including feelings</li> </ul>	<p><a href="#">Rise Above - Dealing with change</a></p> <p><a href="#">Rise Above - Exam Stress</a></p> <p><a href="#">Barclays LifeSkills: Setting goals; Recognising and building personal skills; Staying positive; Adaptability</a></p>
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Years 5 and 6

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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</li><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 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>
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>



TOPIC	PUPILS SHOULD KNOW
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>
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>
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>

Years 7 and 8 (some items have been omitted from the government policy as they will be taught in years 9,10 and 11)

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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 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 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>
Respectful relationships, including friendships	<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>• 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>

TOPIC	PUPILS SHOULD KNOW
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>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, domestic abuse, and forced marriage, 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>
Intimate and sexual relationships, including sexual health	<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>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</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>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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

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

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