Relationships, sex and health education policy

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1. Links to other policies

The RSHE policy links to the Wellness Curriculum which has been developed by the Aspirations Trust to help promote positive mental health and emotional well-being in our pupils and to teach our pupils' self- responsibility for their behaviour and their lifestyle choices.

The Safeguarding and CP Policy is also relevant to this policy.

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- 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
- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils

3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours.

Rivers Academy definition of RSE:

We define 'relationships education' to involve education about the forming and maintenance of family, friendships and more intimate relationships both online and in person with consideration of boundaries and health.

We define sex education to be education about human sexual anatomy, sexual reproduction, and sexual intercourse.

We believe relationships and sex education is important for our pupils and our school because it supports people, throughout life, to develop safe, fulfilling and healthy relationships, at the appropriate time.

4. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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.

At our Academy we teach RSHE as set out in this policy.

5. 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 – Wellness lead pulled together all relevant information including relevant national and local guidance including data from Public health England was analysed and external support agencies such as the local safer schools officers were consulted.

2. A draft policy was created which then went through further consultation in Summer

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

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

5. Pupil consultation – we investigated what exactly pupils want and need from their RSHE

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

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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 that pupils are fully informed and don't seek answers online.

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

7. Delivery of RSHE

RSHE is taught within the Personal Development Curriculum as well as through Deep Learning Days. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) which is taught as part of Personal Development lessons.

Lessons are taught by subject specialist teachers, experienced teachers and occasionally by external agencies such as school nurses or youth workers.

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

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

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

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

The delivery of RSHE will be monitored just like any other subject, for example through:

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers termly through summative data. Pupils should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

8. Inclusion

All pupils have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads as well as the Safeguarding Leads both have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the RSHE Policy. This policy will be reviewed by the PSHE Lead annually. At every review, the policy will be approved by the RB.

9.2 The Principal

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 10). They will also ensure that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues and make sure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE

9.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSHE

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

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

10. Parents' right to withdraw

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. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

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

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

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

11. Training

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

12. Monitoring arrangements

The delivery of RSHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems.

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

This policy will be reviewed by the Wellness Lead annually.

Appendix 1: Curriculum Map Relationship and Sex Education

Year 7 PD lessons - Right to Withdrawal from Sex Education/Religious Education

RHSE and PSHE are taught as part of the no limits curriculum in year 7

Year 7 HT1		Is this sex education?	Is this religious education?
INTRODUCTION TO SECONDARY SCHOOL			
1	Anti-Bullying Pledge	No	No
2	Aspirations	No	No
3	Importance of Self-Esteem	No	No
4	Wants and Needs	No	No
5	Prejudice and Discrimination	No	No
6	Online safety	No	No
7	Keeping Safe - Social Media	No	No
8	Assessment	No	No

Year 7 HT2		Is this sex education?	Is this religious education?
Building Relationships and safety			
	Lessons		
1	Bullying or Banter	No	No
2	Changing relationships	No	No
3	Life and roles within the family	No	No
4	Identity and community	No	No
5	Bias and stereotypes	No	No
6	Discrimination and the protected characteristics	No	No
7	Assessment	No	No

Year 7 HT3	Is this sex	Is this

		education?	religious education?
Personal Finance			
1	What is Budgeting?	No	No
2	Budgeting plan	No	No
3	Savings	No	No
4	Financial products	No	No
5	Financial transactions	No	No
10	Assessment	No	No
	Deep Learning Day		
1	Emergency Services Day		
2	Road Safety workshop		

Year 7 HT4		Is this sex education?	Is this religious education?
British Values			
1	What is Power?	No	No
2	Local power and national power	No	No
3	Political parties	No	No
4	Make your own Political Party	No	No
5	Assessment	No	No

Year 7 HT5		Is this sex education?	Is this religious education?
Health & Wellbeing			
1	Mental Health	No	No
2	Emotional Literacy	No	No
3	Healthy Lifestyle	No	No
4	How can I keep a balanced diet?	No	No
5	Assessment	No	No

Year 7 HT		Is this sex education?	Is this religious education?
Personal Finance			
1	Energy Drinks	No	No
2	Why is smoking so Bad for us?	No	No
3	Drugs	No	No
4	Alcohol Education	No	No
5	Puberty	No	No
6	FGM	No	No
5	Assessment	No	No

Year 8 PD lessons - Right to Withdrawal from Sex Education/Religious Education

Year 8 HT1		Is this sex education?	Is this religious education?
Equality and Protected Characteristics			
1	Mob mentality and Criminal Behaviour	N	N
2	Introduction to British values - Rule of Law	N	N
3	Respect and Tolerance	N	N
4	Tolerance and Racism	N	N
5	Where does extremism come from?	N	N
6	Rule of Law - Police powers	N	N
7	Rule of Law - The Court Room	N	N
8	Rule of Law - Age of Criminal Responsibility	N	N
9	Equality Act and Protected Characteristics	N	N
10	Disability	N	N
11	LGBTQ discrimination around the world	N	N
12	Assessment	N	N

Year 8 HT2		Is this sex education?	Is this religious education?
Staying safe and Personal Finance			
1	How can we avoid online groomers?	N	N
2	Social media - mental health	N	N
3	Anti bullying week - Online safety - Group chats	N	N
4	Anti bullying week - Online trolling and cyber bullying	N	N
5	Social media - screen time	N	N
6	Income and Expenditure	N	N
7	Tax and National Insurnace	N	N
8	Public spending	N	N
9	Budgeting and Saving	N	N
10	Entrepreneurs	N	N
11	Teamwork	N	N
12	Assessment	N	N

Year 8 HT3		Is this sex education?	Is this religious education?
Rights, Responsibilities & Values			
1	The worlds biggest six religions (recap)	No	Yes
2	Tradition, belief and fact	No	Yes
3	Belief in God	No	Yes
4	PILGRIMAGES	No	Yes
5	Places of worship	No	Yes
6	Religious leaders	No	Yes
8	How can belief split a religion?	No	Yes
8	Why do we have religious festivals?	No	Yes
9	What do religious festivals have in common?	No	Yes
10	Assessment	No	Yes

Year 8 HT4		Is this sex education?	Is this religious education?
Building Relationships			
1	Periods and puberty	No	No
2	Healthy Relationships	No	No
3	Domestic Conflict	No	No
4	Sexting and Image Sharing	No	No
5	Images about our body	No	No
6	Consent	No	No
7	Teenage Pregnancy/contraception	Yes	No
8	Peer Pressure	No	No
9	Personal Hygiene	No	No
10	Assessment	No	No

Year 8 HT5		Is this sex education?	Is this religious education ?
Rights, Responsibilities & Values			
1	Atheism	No	Yes
2	Humanism	No	Yes
3	The Bible	No	Yes
4	Catholicism	No	Yes
5	Protestantism	No	Yes
6	Jehovah's Witnesses	No	Yes
8	Mormonism	No	Yes
8	The Amish	No	Yes
9	Orthodox Christianity	No	Yes
10	Assessment	No	Yes

Year 8 HT6		Is this sex education?	Is this religious education ?
Staying Safe, Online & Offline			
1	Self-confidence	No	No
2	Managing my own behvaiour	No	No
3	Emotional Literacy - Self-Awareness	No	No
4	Mindfulness and mental health	No	No
5	Personal development and target setting	No	No
6	Healthy Lifestyles	No	No
8	Cancer Screening	No	No
8	Vaccinations	No	No
9	Vaping	No	No
10	Assessment	No	No

Year 9 PD lessons - Right to Withdrawal from Sex Education/Religious Education

Year 9 HT1		Is this sex education?	Is this religious education?
Equality and Protected Characteristics			
	Lessons		
1	Behaving to Achieve	No	No
2	Human Rights - Access to Education	No	No
3	Interpersonal Skills	No	No
4	Discrimination and Equality Act	No	No
5	Growth Mindset	No	No
6	Coping with Stress and Anxiety	No	No

Year 9 HT2			
Life Beyond School -Enterprise, Finance and Careers			
	Lessons		
1	Taking control of my future	No	No

2	Work Skills	No	No
3	What exactly is enterprise	No	No
4	Enterprise and Workplace	No	No
5	How can I save Money?	No	No
6	Consumers and the Law – what are my rights?	No	No
7	Employability - Applying and preparing for the world of work	No	No

Year 9 HT3			
Rights, Responsibilities & Values - FIRST GIVE			
	Lessons		
1	Understanding Social issues	No	No
2	Researching local charities	No	No
3	Choosing our class charity	No	No
4	Meeting the charity and fundraising	No	No
5	Social action	No	No
6	Presentations about our charity	No	No

Year 9 HT4			
Health and Wellbeing			
	Lessons		
1	Mental health	No	No
2	Body Image	No	No
3	Eating disorders	No	No
4	Peer Pressure	No	No
5	Healthy and Unhealthy Relationships	No	No
Additional Activities			
Academic Mentoring	Rail safety	No	No
Lesson	County Lines and Gangs	No	No

Year 9 HT5			
Relationship and Sex Education			
	Lessons		
1	Conflict Management	No	No
2	Forced marriage	No	No
3	Harassment and Stalking	No	No
4	Healthy Relationships	No	No
5	Pornography	Yes	No

Year 9 HT6			
Life Beyond School - Mental Health and Positive Choices			
	Lessons		
1	Alcohol Awareness	No	No
2	Drugs and Law	No	No
3	Self harm	No	No
4	Acid attacks	No	No
5	responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene	No	No
6	Staying safe for the summer - sun protection and sleep	No	No
4	Judaism	No	Yes
5	Humanism	No	Yes

Year 9 DLD		Is this sex education?	Is this religious education?
RPE Religious Education and RSE TBC			
DLD 1	RSE/RPE		
1	Introduction to Christianity	No	Yes
2	Key ideas in Islam	No	Yes
3	Hype	No	

4	Natasha - Health Services	Yes	
5	LVA workshop - CONSENT	Yes	

Deep Learning Day - RPE - TBC			
1	Religion and free speech	No	Yes
2	Religion and social justice	No	Yes
3	Religion and Gender	No	Yes
4	County Lines and Gangs	No	No
5	TFL - Sexual harassment and safety	No	No

Year 10 PD lessons - Right to Withdrawal from Sex Education/Religious Education

Year 10 HT1		Is this sex education ?	Is this religious education?
Equality and Protected Characteristics			
1	Rights and Responsibilities - 01 - My Future Career and Post 16 Options	N	N
2	Rights and Responsibilities - 02 - C.V Writing	N	N
3	Rights and Responsibilities - 03 - Finance and Employment	N	N
4	Rights and Responsibilities - 04 - Saving and Managing Money	N	N
5	Rights and Responsibilities - 05 - Employability and	N	N

	Enterprise Skills		
6	Rights and Responsibilities - 06 - Targeted Advertising and Your Data	N	N
7	Rights and Responsibilities - 07 - Rights and Responsibilities	N	N
8	Rights and Responsibilities - 08 - Consumer Rights	N	N
9	Rights and Responsibilities - 09- Employment Rights	N	N
10	Rights and Responsibilities - 10 - Exploring a Pay Check	N	N
11	Rights and Responsibilities - 11 - Diversity and Equality in the workplace		
12	Assessment		

Year 10 HT2		Is this sex education?	Is this religious education?
Personal Finance and Careers			
1	Exploring British Values - 01 - Critical Thinking & Fake News	N	N
2	Exploring World Issues - 02 - International Organisations	N	N
3	Exploring World Issues - 03 - Peace, War & Conflict	N	N
4	Exploring World Issues - 04 - Human Rights During War	N	N
5	Exploring British Values - 05 - Hate Crime in the UK	N	N
6	Exploring British Values - 06 - British Values and Identity	N	N
7	Exploring British Values - 07 - Mutual Respect & Tolerance	N	N
10	Exploring British Values - 08 - Individual Liberty	N	N
9	Exploring British Values - 09 - What are Human Rights	N	N
10	Exploring British Values - 10 - Democracy Explored	N	N
11	Assessment		

Year 10 HT3	Is this sex education?	Is this religious

			education?
Rights, Responsibilities & Values			
1	Reflecting on Values - RPE - 01 - How do theists explain evil and suffering?	No	Yes
2	Reflecting on Values - RPE - 02 - How do thesists explain suffering?	No	Yes
3	Reflecting on Values - RPE - 03 - Plato's Cave	No	Yes
4	Reflecting on Values - RPE - 04 - Beyond our Dimensions	No	Yes
5	Reflecting on Values - RPE - 05 - Ethics - Kant vs Mill	No	Yes
6	Reflecting on Values - RPE - 06 - Beyond our dimensions	No	Yes
10	Reflecting on Values - RPE - 07- Atheism	No	Yes
10	Reflecting on Values - RPE - 08 - Conspiracy theories	No	Yes
9	Reflecting on Values - RPE - 09- Sunni vs Shiite	No	Yes
10	Reflecting on Values - RPE - 10- Humanism	No	Yes
11	Assessment		

Year 10 HT4		Is this sex education?	Is this religious education?
Building Relationships			
1	Risk, Relationships & Sex Education - 01 - Delaying Sexual Activity	Yes	No
2	Risk, Relationships & Sex Education - 02 - The role of intimacy and pleasure	Yes	No
3	Risk, Relationships & Sex Education - 03 - Porn and its Impact on Society	Yes	No
4	Risk, Relationships & Sex Education - 04 - Managing relationship conflict and break up	No	No
5	Risk, Relationships & Sex Education - 05 - Addressing relationship abuse	No	No
6	Rights and Responsibilities - 06 - What is Marriage	No	No
7	Mental Health and Wellbeing - 07 - Child Sexual Abuse	No	No
10	Risk, Relationships & Sex Education - 07 - Sexualisation of the Media	No	No

9	Assessment	No	No

Year 10 HT5		Is this sex education?	Is this religious education?
Rights, Responsibilities & Values			
1	Rights, Responsibilities and Values - RPE - 01 - How did the world begin?	No	Yes
2	Rights, Responsibilities and Values - RPE - 02 - How did the world begin according to Muslims?	No	Yes
3	Rights, Responsibilities and Values - RPE - 03 - What happens to life after death?	No	Yes
4	Rights, Responsibilities and Values - RPE - 04 - WHAT IS THE SOUL?	No	Yes
5	Rights, Responsibilities and Values - RPE - 05 - HEAVEN AND HELL	No	Yes
6	Rights, Responsibilities and Values - RPE - 06 - ISLAM, CHRISTIANITY AND DEATH	No	Yes
7	Rights, Responsibilities and Values - RPE - 07 - REINCARNATION	No	Yes
8	Rights, Responsibilities and Values - RPE - 08 - Abortion, whose choice?	No	Yes
9	Rights, Responsibilities and Values - RPE - 09 - Is euthanasia right?	No	Yes
10	Assessment		

Year 10 HT6		Is this sex education?	Is this religious education?
Staying Safe, Online & Offline			
1	Violence, Crimes & Seeking Safety - 01 - Social Media Validation	No	No

2	Violence, Crimes & Seeking Safety - 02 - Keeping Your Data Safe	No	No
3	Violence, Crimes & Seeking Safety - 03 - Online Gaming & Gambling	No	No
4	Violence, Crimes & Seeking Safety - 04 - Insta and TikTok Generation	No	No
5	Violence, Crimes & Seeking Safety - 08 - Causes of Knife Crime	No	No
6	Violence, Crimes & Seeking Safety - 05 - Honour Based Violence	No	No
7	Violence, Crimes & Seeking Safety - 06 - Forced Marriage and Breast Ironing	No	No
8	Violence, Crimes & Seeking Safety - 07 - Modern-Day Slavery	No	No
9	Mental Health and Wellbeing - 09 - Promoting Emotional Wellbeing	No	No
10	Mental Health and Wellbeing - 10 - Mental Health Illnesses	No	No
11	Mental Health and Wellbeing - 11 - Self-Harm	No	No

Year 11 PD lessons - Right to Withdrawal from Sex Education/Religious Education

Year 11 HT1		Is this sex education ?	Is this religious education?
Life Beyond School			
1	**SEPTEMBER START UP DAY # 1**		
2			
3	Being successful in year 11 - Target setting	N	N
4	Your Future and Beyond - 02 - Post 16 Options	N	N
5	Unifrog - P5 MW and ST P4 Arts and Comms YEAR 8/9	N	N

	AM'S		
6	Basic First Aid P4	N	N
7	**SEPTEMBER START UP DAY #2**		
8			
9	Dealing with exam stress and anxiety - AM's to lead	N	N
10	Sleep and Study space - AM's to lead	N	N
11	Screen time and safe mobile phone usage	N	N
12	Study skills- retrieval practice and revision cards	N	N
	Wellbeing and relaxation (going for a walk)	N	N
	Academic Mentoring HT1		
	AM time		
1	Your Future and Beyond - 01 - Personal Branding	N	N
2	Your Future and Beyond - 02 - Writing a Personal Statement	N	N
3	Your Future and Beyond - 03 - Making applications	N	N
4	Your Future and Beyond - 04 - CV Writing	N	N
5	Your Future and Beyond 0 Interviews - 5. Interviews	N	N
6	Your Future and Beyond - 05 - Careers Quix	N	N
7	Dental Hygiene, Tooth Decay and a Poor Diet	N	N

Year 11 HT2		Is this sex education?	Is this religious education?
Relationships and Sex Education			
	28/11/2024		
1			
2	HIV/AIDS	N	N
3	Hounslow sexual health (External) Wil and Tey (Contraception and STI's)	Y	N
4	LVA workshop (EXTERNAL) Consent & coercion	Y	N
5	Inclusive Relationship	N	N
6	Sexpression (External)	Y	N

1	Mental Health and Wellbeing - 01 - Child Sexual Abuse		
2	Mental Health and Wellbeing - 02 - Screen Time		
3	Mental Health and Wellbeing - 03 - Mental Health Illnesses		
4	Mental Health and Wellbeing - 04 - Self-Harm		
5	Mental Health and Wellbeing - 05 - Suicide (Thoughts and Feelings)		
6	Mental Health and Wellbeing - 06 - Promoting Emotional Wellbeing		
7	Adult Health and Looking After Yourself - 07 - Organ and Blood Donation		

Year 11 HT3		Is this sex education?	Is this religious education?
Staying Safe, Online & Offline			
	lesson		
1	Staying Safe - 01 - Virtual Reality and Live Streaming	No	No
2	Staying Safe - 02 - Online Reputation and Digital Footprints	No	No
3	Staying Safe - 03 - Group Chats & Anti-Bullying	No	No
4	Staying Safe - 04 - Cosmetic and Aesthetic Procedures	No	No
5	Staying Safe - 05 - New Psychoactive Substances	No	No
6	Staying Safe - 06 - Festivals and Nitrous Oxide	No	No
7	Staying Safe - 07 - Substance Addiction	No	No

Year 11 HT6		Is this sex education?	Is this religious education?
Staying Safe, Online & Offline			
1	Sexual Health - 01 - Peer on Peer Abuse	No	No
2	Sexual Health - 02 - Fertility and What Impacts it	No	No
3	Sexual Health - 03 - Alcohol, Parties and Bad Choices	No	No
4	Adult Health and Looking After Yourself - 04 - Parenthood	No	No

	for Teenagers		
5	Sexual Health - 04 - Importance of Sexual Health	Y	No
6	Sexual Health - 05 - Revisiting STIs	Y	No
7	Sexual Health - 06 - Revisiting Contraception	Y	No
8	Sexual Health - 07 - Respect, Love and Relationships	No	No

Appendix 2: Curriculum map - Personal Development

WHOLE ACADEMY OVERVIEW						
	1	2	3	4	5	6

7	**Introduction to Secondary School** Anti bullying pledge, Aspirations, Building self esteem, Wants and needs, Discrimination and challenging stereotypes, Keeping safe online, **Values - Religious Education** Abrahamic Religions - Judaism (Core values, Torah & Tanakh,Abraham and Isaac)	**Building relationships and safety** Bullying or Banter Changing relationships Life and roles within the family Identity and community Bias and stereotypes Discrimination and the protected characteristics **Values - Religious Education** Abrahamic Religions - Christianity (Core values, Holy Trinity & Ten Commandments)	**Personal Finance** What is Budgeting? Budgeting plan Savings Financial products Financial transactions **Values - Religious Education** Abrahamic Religions - Islam (Core Values, Quran & 5 Pillars)	**British Values** Power, politics and the workings of the British parliamentary democracy. **Values - Religious Education** World Religions Introduction to Hinduism, Hindu Holy Texts, Polytheism,	**Health and Wellbeing** Mental Health Emotional Literacy Healthy Lifestyle How can I keep a balanced diet? **Values - Religious Education** **World Religions** Buddhism - Beliefs, Buddhism Holy Texts, Who are Guru Granth Sahub and Guru Nanak?	**Health and Wellbeing** Energy Drinks Why is smoking so Bad for us? Drugs Alcohol Education Puberty FGM CPR superheroes **Values - Religious Education - World religions** Sikhism and the 5 K's, The Golden Temple, Sikhism in Britain
8	**Equality and diversity** Equality Act 2010, Discrimination in all its forms, including: racism, homophobia, biphobia and transphobia Rule of Law and Democracy, internet safety, extremism and radicalisation	**Personal Finance and Careers** Police powers, courtrooms, age of criminal responsibility , income and expenditure, tax and national insurance, public spending, budgeting, entrepreneurs	**Religious education - Christianity** Atheism Humanism The Bible Catholicism Protestantism Jehovah's Witnesses Mormonism The Amish Orthodox Christianity	**Healthy Relationships** Periods and puberty Healthy Relationships Domestic Conflict Sexting and Image Sharing Images about our body Consent Teenage Pregnancy/contraception Peer Pressure Personal Hygiene	**Religious education - Creation and afterlife** Recap of Introduction Idenity and belongining The Muslim community Afterlife Christian love The Trinity Importance of the Holy week	**Safety and risky behaviours** Self Confidence, Managing my own behavior, emotional literacy, Mindfulness, Mental Health, Healthy Lifestyles, Personal and Oral Hygiene, Cancer Screening

9	**Transition to year 9** Behaving to achieve, interpersonal skills, human rights access to education, discrimination and equality, growth mindset, coping with stress and anxiety	**Personal Finance and Careers** Taking control of my future as part of year 9 options process, work skills, the workplace, saving money, consumers and the law, employability	**Health and Wellbeing** Mental wellbeing, healthy and unhealthy coping strategies including eating disorders, impact of body image and peer pressure	**First Give-Local Community Project** Research local social issues, make links with local charities and present the case for their charity to win £1000	**Relationship and Sex Education** Conflict management, Forced and arranged marriages, Harassment and stalking, Image sharing and social media, Pornography	**Risky Behaviours** Alcohol awareness, drug misuse and pressures relating to drug use, responsible health choices: vaccinations, blood + organ donation, stem cells + hygiene, acid attacks, skin cancer and sleep
10	**Careers and my future** Post 16 options, CV's, Finance and Employment, Budgeting, Employability, Targeted Advertising, Rights and Responsibilities, Consumer Rights, Exploring a Pay Cheque, Diversity and Equality in the Workplace	**Celebrating Diversity and Equality** Fake News, International Organisations, Human Rights, Peace, War and Conflict, British Values, Hate Crime, Individual Liberty, Mutual Respect, Democracy	**Values - Religious Education** Philosophy and Alternative Religions Theist explanations of evil and suffering, Plato's Cave, Beyond our Dimensions, Ethics, Humanism, Conspiracy Theories, Sunni vs Shi'ite, Atheism	**Relationship and Sex Education** Message of Delay, Intimacy and pleasure, Pornography, Dealing with pressure, persuasion and coercion, managing relationships and conflict, marriage, relationship abuse and Child Sexual Exploitation	**Values - Religious Education** Life and Death Creation Stories, Life after death, What is the soul?, Heaven and Hell. Islam, Christianity and Death, Reincarnation, Abortion, Euthanasia	**Staying Safe online and offline** Honour based violence, Forced marriage, Modern Day Slavery, Knife Crime, Social Media Validation, Keeping your data safe, Online Gaming and Gambling, Insta and Tik Tok Generation, emotional wellbeing and mental health
11	**Careers and My Future** Being successful in year 11, Revision techniques, Sleep, Dealing with exam stress and anxiety, Unifrog, Basic First Aid, Screentime, Wellbeing and relaxation. post 16 options	**Health and wellbeing** Consent, drugs, accessing health services revisit, drugs, wellbeing workshop	**Respectful relationships** Mindfulness, incels and misogyny, positive masculinity, external drug and alcohol services	**Drugs and alcohol** Theatre production by professional theatre company covering the dangers of drugs and alcohol	**Values & Health and Wellbeing** Mindfulness and Religious Education. Also testicular cancer and breast cancer examinations. Pregnancy choices, parenting,	**Key Equality** Careers and Personal Finance Values-incorporating RE Safety - Online and Offline Relationship and Sex Education Health and Wellbeing

DEEP LEARNING DAYS OVERVIEW

	1	2	3	4	5	6
7		**Uniformed Services Day Students learn about knife crime, gangs and grooming, drugs and alcohol from members of the uniformed services such as police, and paramedics**			**Road safety drama performance . A professional theatre company perform a play about the dangers on the road and how to stay safe.**	
8		**GRANT THORNTON SCHOOLS PROGRAMME Professional services company Grant Thornton spend a day teaching students about the world of business and train them to set up a small business. The programme was developed at Rivers Academy by Rivers teachers and is now run all over the country**	**First Aid - St John's Ambulance Emergency First Aid** **CPR** **Use of Defibrillator**			

9		Values - Religious Education Students learn about Islam (Five Pillars and Qu'ran) and Christianity (Holy Trinity, Ten Commandments They also have workshops from external professional on the PSHE curriculum)	First Give Students spend a day off timetabled starting their First Give projects where they investigate local social issues. One group will win £100 0 a local charity.	Values - Religious Education Christian Teachings Day Christianity, The Bible, Catholicism, Protestantism, Jehovah's Witness, Mormonism	Values - Religious Education Religion and Human Rights Day Religion and animal rights, religion and freedom of expression, Religion and immigration/social cohesion, REligion and Gender, Religion and social justice	Worship Day Students visit a place of worship
10			Drugs and alcohol Theatre production by professional theatre company covering the dangers of drugs and alcohol			
11	Setpember start up day Being successful in year 11 - Target setting Your Future and Beyond - 02 - Post 16 Options Unifrog Basic First Aid Dealing with exam stress and anxiety Sleep and Study space Screen time and safe mobile phone usage Study skills- retrieval practice and revision cards Wellbeing and relaxation	Relationship and RSE Gambling (External) Hounslow sexual health (External) LVA workshop (EXTERNAL) contraception and stis Hype (Drug awareness) External) Peer on peer abuse Sexpression (External) HIV/AIDS Inclusive Relationship Misogony and Masculinity Message of Delay	Drugs and alcohol Theatre production by professional theatre company covering the dangers of drugs and alcohol	Gangsline assembly Religious perspectives - Abortion Laws, Morals and Ethics Buddhism, meditation, mindfulness and mandalas Testicular and Prostate Cancer Breast Cancer, Cervical Cancer & Screening		

Appendix 3:

By the end of secondary school pupils should know

This guidance is adapted from the Statutory guidance on Relationships education, relationships and sex education (RSE) and health education and has been mapped against the 6 core components of the Wellness curriculum.

TOPIC	PUPILS SHOULD KNOW
Physical Wellness	● **EXERCISE AND FRESH AIR** ● Pupils understand: the characteristics and mental and physical benefits of an active lifestyle ● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ● ·about the science relating to blood, organ and stem cell donation. ● **HEALTHY DIET** ● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. ● AVOIDING UNHEALTHY HABITS ● • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● the law relating to the supply and possession of illegal substances. ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● the physical and psychological consequences of addiction, including alcohol dependency. ● awareness of the dangers of drugs which are prescribed but still present serious health risks. ● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. ● **SELF CARE** ● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (late secondary) the benefits of regular self-examination and screening. ● the facts and science relating to immunisation and vaccination. ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. ● Understanding changing bodies

	● the main changes which take place in males and females, and the implications for emotional and physical health.
Emotional Wellness	**HEALTHY MIND** ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **Feeling safe** ● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). **Being free from prejudice and discriminaiton - ONLINE** ● 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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● how information and data is generated, collected, shared and used online. Internet safety and harms ● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ● 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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
Intellectual Wellness	**First Aid:** ● basic treatment for common injuries. ● life-saving skills, including how to administer CPR.15 ● the purpose of defibrillators and when one might be needed
Interpersonal Wellness	**Respectful relationships, including friendships** • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • 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. Stable relationships • 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • 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. **<u>Family Life</u>** • 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • 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.

	Intimate and sexual relationships, including sexual health • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or 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/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.

Appendix 3: Parent form: withdrawal from sex education within RSE or Religious Education

TO BE COMPLETED BY PARENTS
I wish to withdraw my child from (please tick): • Sex Education • Religious Education

Name of child		AM Group	
Name of parent		Date	

Reason for withdrawing from either sex education (within relationships and sex education) or religious education (please note there is no right to withdraw from other aspects of PSHE, RSHE or Personal Development)
Any other information you would like the school to consider

Parent signature	

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