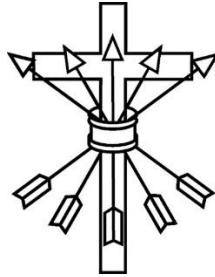


# WADDES DON CHURCH OF ENGLAND SCHOOL



## Relationships and Sex Education, and Health Education Policy

### Policy Statement

This policy aligns with the guidance from the Church of England and the DFE on RSE and HE. Its aim is to promote the values of dignity and respect, alongside equality and inclusivity as seen in the publication *Valuing all God's Children* which provides Church of England schools with guidance to "offer a safe and welcoming place for all God's children".

<b>STATUS OF POLICY:</b>	<b>Statutory Policy</b>
<b>BASED ON LA PROCEDURE DATED:</b>	-
<b>COMMITTEE RESPONSIBLE:</b>	<b>Curriculum</b>
<b>GOVERNING BOARD APPROVAL:</b>	<b>09.10.24</b>
<b>REVIEW DATE:</b>	<b>Autumn Term 2025</b>

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## Core Documents underpinning this policy

- Department for Education's Statutory Guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019 updated September 2021
- The Church of England's *Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools*, November 2019
- The Church of England's *Valuing All God's Children*, Summer 2019

The government's statutory guidelines for RSHE are currently under review and the policy will be updated if necessary.

### 1. Rationale

At Waddesdon Church of England School, our aim is for all our young people to flourish and to gain every opportunity to live fulfilled lives. Strong Relationships and Sex Education (RSE) and Health Education (HE) is a key contributor to this and will teach about healthy

relationships and lifestyle choices, where young people are able to “cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others”.

Guided by the Church of England, parent and student views and the Department for Education (DfE) statutory requirements, RSE and HE at Waddesdon are rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of stable, loving and committed relationships as the context for sexual relationships. *‘Healthy relationships and sex are good gifts from God and should bring joy’* is our starting point for teaching RSE. Strong HE enables students to make healthy choices in terms of both their physical and mental well-being, so *‘that they might have life, and have it abundantly’*.

In consultation with our students, what they say they most want from RSE and HE is to learn about securing, developing and sustaining healthy relationships as well as knowing how to recognise when and how relationships go wrong and how to manage and cope with this. Our students want to prepare for the opportunities, joys, challenges and responsibilities of being in relationships with other people. RSE and HE must therefore provide the understanding, vocabulary and strategies young people need to keep themselves healthy, safe and to thrive within good relationships of all kinds. RSE should give young people accurate information to equip them for life in the modern world, make informed decisions, and ensure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

RSE and HE must be inclusive and meet the needs of all students. We aim to provide RSE and HE that is suitable for students with different needs, including students who are particularly vulnerable and pupils with SEND needs.

In accordance with the Church of England’s *Valuing all God’s Children* as well as their *Charter for Faith Sensitive and Inclusive Relationships and Sex Education (RSE)*, we commit to the following:

1. To work in partnership with parents and carers.
2. That RSE and HE will be delivered professionally and as an identifiable part of PSHE.
3. That RSE and HE is delivered in a way that affords dignity and shows respect to all who make up our diverse community.

4. That RSE and HE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
5. That RSE and HE will promote healthy, resilient relationships set in the context of character and virtue development.
6. That RSE and HE is based on honest and medically accurate information from reliable sources of information, including the law and legal rights.
7. To take particular care to meet the individual needs of all pupils, including those with special needs and disabilities.
8. To seek pupils' views about RSE and HE so that the teaching can be made relevant to their lives.

As a school working in partnership with parents, we will actively promote **healthy well-being, staying safe, developing healthy relationships, and protecting self-esteem and good mental health** within our RSE and HE programme, essential aims in contributing to an education that **develops dignity and respect**, laying strong foundations for adult life and enabling our young people to **'live life to the full'**.

## 2. Aims

The aims of our policy are to:

- Provide a RSE and HE curriculum which promotes the values of Dignity and Respect, and those outlined in the publication *Valuing all God's Children* and the *Church of England's Charter for Faith Sensitive and Inclusive Relationships and Sex Education*
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Support students to live a healthy life, promoting both physical and mental well-being

## 3. Statutory Requirements

As a secondary academy, we must provide RSE and HE to all students as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE and HE, 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](#). DfE statutory guidance [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 66-81 provide further detail on the requirements for Secondary Schools' RSE curriculum provision and delivery.

The policy also follows the requirements set out in the Equalities Act 2010 [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

At Waddesdon Church of England School, we teach RSE and HE, as set out in this policy.

#### **4. Policy Development**

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

1. Review – Staff collated all relevant information and discussed with the Governing Board
2. Staff/Governor consultation – all school staff and Governors were given the opportunity to look at the policy and make recommendations
3. Parent consultation – all parents were invited to comment on the planned curriculum provision via an online survey
4. Student consultation – representative students across Years 7 to 13 discussed their views on RSE provision and completed a survey
5. Review of draft policy by Leadership, Governors and Parents
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

RSE delivery at Waddesdon is evaluated every 3 Years, the next review is due in 2026-27.

#### **5. Definitions**

**RSE** covers the emotional, social and cultural development of students, 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.

**HE** is about supporting students to to make well informed, positive choices for themselves that seek to support their own health and wellbeing.

## 6. Curriculum Design

Following statutory guidance from the DfE on content in Appendix 1, our curriculum set out as per Appendix 2 includes specific links to RSE, however, we may need to adapt this as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond appropriately so students are fully informed.

## 7. Curriculum Provision

RSE and HE is taught via subject specific programmes of study and within the personal, social, health and economic (PSHE) education curriculum. RSE content is mainly delivered via **CP lessons** for Years 7-11, **assemblies**, **guest speakers** and **form time**. Biological aspects of RSE and HE are taught within the science curriculum, and other elements are included in religious education (RE). Sixth Form provision is delivered through a series of expert speakers in the **Year 12 'Extension Studies'** programme and through Sixth Form **assemblies and form times in Year 12 and Year 13**.

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

HE focuses on opportunities for teaching students about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions.

Themes include:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic First Aid
- Health and prevention
- Changing adolescent body

Students will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

The curriculum is taught within the context of family life. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances. The curriculum will include noting that families can consist of single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Delivery of the curriculum will reflect sensitively that some children may have different types of support around them than others e.g. looked after children or young carers.

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

## **8. Roles and Responsibilities**

### **8.1 The Governing Board**

The Governing Board will approve the RSE Policy, and hold the Headteacher to account for its implementation.

The Governing Board has delegated the approval of this policy to the Curriculum and Student Well-being Committee.

### **8.2 The Headteacher**

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

### **8.3 Staff**

Staff are responsible for:

Delivering RSE and HE in a sensitive way

Modelling positive attitudes to RSE and HE

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 and HE

Staff do not have the automatic right to opt out of teaching RSE and HE. Staff who have concerns about teaching RSE and/or HE are encouraged to discuss this with the Headteacher.

### **Key Roles involved in planning and delivery of RSE**

- PSHE Coordinator
- Heads of Year
- Assistant Headteacher
- Science and RS teachers
- CP teaching team

### **8.4 Students**

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

## **9. Parents' Right to Withdraw**

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 on the form found in Appendix 3 of this policy, and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the student's educational file. The Headteacher will discuss the request with parents and take appropriate action.

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



## **10. Training**

Staff who deliver RSE and HE are provided with appropriate training. When needed, visitors from outside the school, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE.

## **11. Monitoring Arrangements**

The delivery of RSE and HE is monitored by the PSHE Coordinator and Assistant Headteacher through:

- reviewing resources
- discussions and feedback from students
- learning walks/lesson drop-ins

This policy will be reviewed by the Assistant Headteacher, leadership team and Governors annually.

**Appendix 1: By the end of secondary school pupils should know (content outlined in the Department for Education *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, June 2019 updated September 2021)**

**Relationships and Sex Education**

RSE 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>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

RSE 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>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
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>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Health Education

HE TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

THE TOPIC	PUPILS SHOULD KNOW
Basic first aid	<ul style="list-style-type: none"><li>• Basic treatment for common injuries.</li><li>• Life-saving skills, including how to administer CPR.</li><li>• The purpose of defibrillators and when one might be needed.</li></ul>

**Appendix 2: Waddesdon CE School Curriculum Map- Relationships and Sex Education, and Health Education (2024 - 2025)**

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p><b>Families</b> That there are different types of committed, stable relationships</p>	<p>Yr 7 Growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p> <p>Yr 12 Terence Higgins Trust presentation</p>	<p>RE</p> <p>Year assemblies</p> <p>Form tutor sessions</p> <p>Whole school diversity week</p> <p>Yr 10 Cherish group</p> <p>Yr 12/13 School of Sexuality workshop</p>
<p>How these relationships might contribute to human happiness and their importance for bringing up children</p>	<p>Yr 7 Growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p> <p>Yr 12 Terence Higgins Trust presentation</p>	<p>RE</p> <p>Year assemblies</p> <p>Form tutor sessions</p> <p>Yr 12/13 School of Sexuality workshop</p> <p>Whole school LGBT+ Pride assembly and form time activities</p> <p>Library display/inclusion corner</p>
<p>What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example,</p>	<p>Yr 7 growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/ self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures</p>	<p>RE</p> <p>Year assemblies</p> <p>Form tutor sessions</p> <p>Whole school LGBT+ Pride assembly and form time activities</p> <p>Library display/inclusion corner</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
in an unregistered religious ceremony)	Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/ self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	RE Year assemblies Form tutor sessions
The characteristics and legal status of other types of long-term relationships	Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/ self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	RE Year assemblies Form tutor sessions Whole school LGBT+ Pride assembly and form time activities Library display/inclusion corner
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/ self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	RE Year assemblies Form tutor sessions
How to:	Yr 7 growing up/living a life of value/British values	Yr 9 – 11 assemblies/collapsed lessons

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p>Determine whether other children, adults or sources of information are trustworthy Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships) How to seek help or advice, including reporting concerns about others, if needed</p>	<p>Yr 8 Respecting yourself and others/ self-esteem &amp; body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills Yr 12 Terence Higgins Trust presentation</p>	<p>On-line safety week Yr 12/13 School of Sexuality workshop</p>
<p><b>Respectful relationships including friendships</b> The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>	<p>Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/ self-esteem &amp; body confidence workshop/healthy mind &amp; body Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships/healthy living Yr 11 Respecting others/Life Skills Yr 12 Terence Higgins Trust presentation</p>	<p>Yr 9 – 11 assemblies/collapsed lessons On-line safety week Anti-bullying week - lessons/assemblies/form time Yr 12/13 School of Sexuality workshop Whole school LGBT+ Pride assembly and form time activities Library display/inclusion corner</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/ self-esteem &amp; body confidence workshop/healthy mind &amp; body Yr 9 Safer Choices/healthy relationships/positive futures</p>	<p>Yr 9 – 11 assemblies/collapsed lessons On-line safety week Anti-bullying week - lessons/assemblies/form time Yr 12/13 School of Sexuality workshop</p>



PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	<p>Yr 10 Expect respect sessions/respectful relationships/healthy living</p> <p>Yr 11 Respecting others/Life Skills</p> <p>Yr 12 Terence Higgins Trust presentation and Police Talk</p>	<p>Whole school LGBT+ Pride assembly and form time activities</p> <p>Library display/inclusion corner</p>
<p>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)</p>	<p>Yr 7 growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/ self-esteem &amp; body confidence workshop/healthy mind &amp; body</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures</p> <p>Yr 10 Expect respect sessions/respectful relationships/healthy living</p> <p>Yr 11 Respecting others/Life Skills</p>	<p>Yr 9 – 11 assemblies/collapsed lessons</p> <p>Whole school LGBT+ Pride assembly and form time activities</p> <p>Library display/inclusion corner</p> <p>On-line safety week</p> <p>Anti-bullying week - lessons/assemblies/form time</p> <p>Careers education – stereotypes</p> <p>Paralympic heritage project assemblies</p> <p>Yr 12/13 School of Sexuality workshop</p>
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs</p>	<p>Yr 7 growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/racism</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures</p> <p>Yr 10 Expect respect sessions/respectful relationships/rights &amp; responsibilities/global citizenship</p> <p>Yr 11 Respecting others/Life Skills</p> <p>The Waddesdon Way/Dignity &amp; Respect</p> <p>Yr 12 Police Talk</p>	<p>Yr 10 Cherish group</p> <p>Disability &amp; Diversity project</p> <p>Diversity week/LGBT</p> <p>On-line safety week</p> <p>Anti-bullying week - lessons/assemblies/form time</p> <p>Careers education – stereotypes/working with others</p> <p>Paralympic heritage project assemblies</p> <p>The Waddesdon Way/Dignity &amp; Respect</p> <p>Yr 12 Police Talk - annual</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
		Whole school LGBT+ Pride assembly and form time activities Library display/inclusion corner
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help	Yr 7 growing up/living a life of value Yr 8 Respecting yourself and others/racism/young people & the law/savvy social media Yr 9 Safer Choices/healthy relationships/positive futures/prevent Yr 10 Expect respect sessions/respectful relationships/rights & responsibilities Yr 11 Respecting others Yr 12/13 Annual Anti-Bullying assembly and their role in supporting younger students – annual	Yr 10 Cherish group Diversity week/LGBT On-line safety week Anti-bullying week - lessons/assemblies/form time The Waddesdon Way/Dignity & Respect
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/racism/young people & the law Yr 9 Safer Choices/healthy relationships/positive futures Yr 10 Expect respect sessions/respectful relationships/rights & responsibilities/global citizenship Yr 11 Respecting others/Life Skills Yr 12 Terence Higgins Trust Presentation and Police Talk about consent with the law at 16/18.	Sexual harassment/peer on peer abuse/domestic violence/consent delivered to each year group over a three-week period and topics revisited in PSHE lessons throughout the year. Year group and whole school assemblies Form time sessions Yr 12 'Is this Coercive Control?' documentary with follow up form time discussions.
What constitutes sexual harassment and sexual violence and why these are always unacceptable	Yr 7 growing up/living a life of value/British values Yr 8 Respecting yourself and others/racism/young people & the law Yr 9 Safer Choices/healthy relationships/positive futures	Sexual harassment/peer on peer abuse/domestic violence/consent delivered to each year group over a three-week period and topics revisited in PSHE lessons throughout the year.

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	<p>Yr 10 Expect respect sessions/respectful relationships/rights &amp; responsibilities/global citizenship</p> <p>Yr 11 Respecting others/Life Skills</p> <p>Yr 12/13 Assembly on Sexual Harassment, with follow up student assembly.</p>	<p>Year group and whole school assemblies Form time sessions</p> <p>Yr 12/13 School of Sexuality Education delivering workshops</p> <p>Yr 13 student led whole school assembly to raise awareness about the impact of sexual harassment and how to challenge it</p>
<p>The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<p>Yr 7 living a life of value/British values</p> <p>Yr 8 young people and the law/respecting yourself and others</p> <p>Yr 9 healthy relationships/Safer choices seminar</p> <p>Yr 10 respectful relationships/global citizenship</p> <p>Yr 11 Respecting others/Life skills</p> <p>Yr 12/13 assemblies, including student led ones</p>	<p>Yr 8 Equaliteach</p> <p>Yr 8/10 Social Justice Charter Disability &amp; Diversity project</p> <p>Diversity week/LGBT</p> <p>On-line safety week</p> <p>Anti-bullying week - lessons/assemblies/form time</p> <p>Careers education – stereotypes/working with others</p> <p>Paralympic heritage project</p> <p>The Waddesdon Way/Dignity &amp; Respect</p> <p>Yr 12/13 Ensure regular assemblies – teacher, expert &amp; student led</p> <p>Whole school LGBT+ Pride assembly and form time activities</p> <p>Library display/inclusion corner</p>
<p><b>Online and media</b> Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p>	<p>On-line safety week (assemblies/activities across all year groups including Sixth Form)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	<p>Yr 10 Respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 Expect respect/Respecting others</p> <p>Yr 12/13 SID assemblies and Yr 12 Equaliteach workshops</p>	<p>School Safeguarding guidelines and procedures</p>
<p>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</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Respectful relationships/young people and the law</p> <p>Yr 11 Expect respect/Respecting others</p> <p>Yr 12 SID assembly</p>	<p>On-line safety week (assemblies/activities across all year groups including Sixth Form)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>
<p>Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Expect respect/Respectful relationships</p> <p>Yr 11 Respecting others</p> <p>Yr 12 SID assembly</p>	<p>On-line safety week (assemblies/activities across all year groups)</p> <p>Yr 12/13 assembly on safety and reputation linked to careers</p> <p>On-line safety week (activities across all year groups including Sixth Form)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p>What to do and where to get support to report material or manage issues online</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships</p> <p>Yr 10 Expect respect/Respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 Respecting others</p> <p>Yr 12/13 SID assemblies</p>	<p>On-line safety week (assemblies/activities across all year groups)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>
<p>The impact of viewing harmful content</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships</p> <p>Yr 10 Expect respect/Respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 Respecting others</p>	<p>On-line safety week (assemblies/activities across all year groups)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>
<p>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</p>	<p>Yr 7 Staying safe/growing up</p> <p>Yr 8 Savvy social media/self-esteem &amp; body image/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others</p> <p>Yr 12 Terence Higgins Trust Presentation</p>	<p>On-line safety week (assemblies/activities across all year groups)</p> <p>Yr 12/13 School of Sexuality Education workshops</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>	<p>Yr 7 Staying safe/growing up  Yr 8 Savvy social media/ young people &amp; the law  Yr 9 Safer choices seminar/Healthy relationships/staying safe  Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities  Yr 11 respecting others  Yr 12 Police Talk</p>	<p>On-line safety week (assemblies/activities across all year groups)  Thames Valley Police presentation and case studies  Student access to school policy/handbook  School Safeguarding guidelines and procedures  Yr 12/13 School of Sexuality Education workshops</p>
<p>How information and data is generated, collected, shared and used online</p>	<p>Yr 7 Staying safe/growing up  Yr 8 Savvy social media/ young people &amp; the law  Yr 9 Safer choices seminar/Healthy relationships/staying safe  Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities  Yr 11 respecting others  Yr 12 Police Talk</p>	<p>On-line safety week (assemblies/activities across all year groups)  Thames Valley Police presentation and case studies  Student access to school policy/handbook  School Safeguarding guidelines and procedures  Yr 12/13 School of Sexuality Education workshops</p>
<p><b>Being safe</b>  The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships</p>	<p>Yr 7 Staying safe/growing up  Yr 8 Savvy social media/ young people &amp; the law  Yr 9 Safer choices seminar/Healthy relationships/staying safe  Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities  Yr 11 respecting others  Yr 12 Police Talk</p>	<p>Yr 11 stand alone lessons delivered in C/P collapsed lessons (linked to independent living – 6<sup>th</sup> form style)  Anti-bullying week (activities across all year groups)  Sexual harassment stand-alone lessons  Year assemblies/Form tutor sessions  Disability &amp; Diversity project  Diversity week/LGBT  FGM awareness campaign  Yr 12/13 School of Sexuality Education workshops; annual police talk; ‘Is this coercive</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
		control?’ with follow up form time discussions.
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)	<p>Yr 7 Staying safe/growing up</p> <p>Yr 8 Savvy social media/ young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others</p> <p>Yr 12 Terence Higgins Trust Presentation and Police Talk</p>	<p>Consent lessons delivered to all year groups – age appropriate</p> <p>Yr 12/13 School of Sexuality Education workshops; annual police talk; Yr 12 ‘Is this coercive control?’ with follow up form time discussions; Yr 13 ‘Is this rape? Sex on Trial’ with follow up form time discussions.</p>
<p><b>Intimate and sexual relationships including sexual health</b></p> <p>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</p>	<p>Yr 7 Staying safe/growing up/living a life of value</p> <p>Yr 8 Savvy social media/ young people &amp; the law/self esteem workshop</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others</p> <p>Yr 12 Terence Higgins Trust Presentation</p>	<p>Yr 7 Peer Educator Programme (PEP)</p> <p>Year assemblies/Form tutor sessions</p> <p>Disability &amp; Diversity project</p> <p>Diversity week/LGBT</p> <p>Consent lessons all year groups – age appropriate</p> <p>Yr 12/13 School of Sexuality Education workshops; annual police talk; Yr 12 ‘Is this coercive control?’ with follow up form time discussions; Yr 13 ‘Is this rape? Sex on Trial’ with follow up form time discussions.</p>
That all aspects of health can be affected by choices they make in	Yr 7 Staying safe/growing up/living a life of value	Anti -bullying week (activities across all year groups)

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)	<p>Yr 8 Savvy social media/ young people &amp; the law/self esteem workshop</p> <p>Yr 9 Safer choices seminar/Healthy relationships/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others/life skills</p> <p>Yr 12 Terence Higgins Trust Presentation and Bucks Fire and Rescue Talk</p>	<p>Sexual harassment stand-alone lessons</p> <p>Year assemblies/Form tutor sessions</p> <p>Consent lessons all year groups – age appropriate</p> <p>Yr 12 Alcoholics Anonymous and Fire and Rescue Talks - annual</p>
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	<p>Yr 7 Growing up</p> <p>Yr 8 Healthy mind &amp; body/self-esteem workshop</p> <p>Yr 9 relationships and sex education/ Safer choices seminar</p> <p>Yr 10 respectful relationships</p>	<p>Science</p> <p>Yr 12/13 School of Sexuality Education workshops</p>
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	<p>Yr 7 Staying safe/growing up/living a life of value</p> <p>Yr 8 Savvy social media/ young people &amp; the law/self-esteem workshop/respecting others</p> <p>Yr 9 Safer choices seminar/relationships and sex education/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others</p> <p>Yr 12 Terence Higgins Trust Presentation</p>	<p>Year/whole school assemblies and form time activities linked to peer pressure.</p> <p>Yr 12/13 School of Sexuality Education workshops</p>
That they have a choice to delay sex or enjoy intimacy without sex	<p>Yr 7 Staying safe/growing up/living a life of value/PEP</p>	<p>Year/whole school assemblies and form time activities linked to peer pressure.</p>



PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	<p>Yr 8 Savvy social media/ young people &amp; the law/self-esteem workshop/respecting others</p> <p>Yr 9 Safer choices seminar/relationships and sex education/staying safe</p> <p>Yr 10 Expect respect/respectful relationships/rights &amp; responsibilities</p> <p>Yr 11 respecting others</p> <p>Yr 12 Terence Higgins Trust Presentation</p>	<p>Yr 12/13 School of Sexuality Education workshops</p>
<p>The facts about the full range of contraceptive choices, efficacy and options available</p>	<p>Yr 7 Growing up</p> <p>Yr 8 Healthy mind &amp; body/self esteem workshop</p> <p>Yr 9 relationships and sex education/ Safer choices seminar</p> <p>Yr 10 respectful relationships</p> <p>Yr 11 Life skills</p> <p>Yr 12/13 School of Sexuality Education workshops</p>	<p>Science/RE</p>
<p>The facts around pregnancy, including miscarriage</p>	<p>Yr 9 relationships and sex education/ Safer choices seminar</p> <p>Yr 10 respectful relationships</p> <p>Yr 11 respecting others/Life skills</p>	<p>Science</p> <p>Stand-alone lessons delivered for Yr 7 &amp; 8 (age appropriate)</p> <p>Sexual health week (Year 10+)</p> <p>(contraception/diseases/fertility)</p>
<p>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)</p>	<p>Yr 9 relationships and sex education/Safer choices seminar/positive futures</p> <p>Yr 10 respectful relationships/healthy living</p> <p>Yr 11 Respecting others/Life skills</p>	<p>Science</p> <p>Stand-alone lessons delivered to Yr 7 &amp; 8 (age appropriate)</p> <p>Sexual health week (Year 10+)</p> <p>(contraception/diseases/fertility)</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p>How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing</p>	<p>Yr 9 relationships and sex education/safer choices seminar  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/Life skills  Yr 12 Terence Higgins Trust Presentation</p>	<p>Science  Sexual health week (Year 10+) (contraception/diseases/fertility)  Year assemblies/form tutor sessions  Whole school HIV assembly delivered on 1<sup>st</sup> December.  Sexual health clinic talk/promotion or information stand at school.    Yr 12/13 School of Sexuality Education workshops</p>
<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p>	<p>Yr 7 Growing up  Yr 8 Healthy mind &amp; body/self-esteem workshop  Yr 9 healthy relationships/ Safer choices seminar  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/life skills  Yr 12 Terence Higgins Trust Presentation</p>	<p>Science  Sexual health week (Year 10+) (contraception/diseases/fertility)  Year assemblies/form tutor sessions  Whole school HIV assembly delivered on 1<sup>st</sup> December.  Sexual health clinic talk/promotion or information stand at school.  Yr 12/13 School of Sexuality Education workshops.</p>
<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p>Yr 7 staying safe/living a life of value  Yr 8 Healthy mind &amp; body/self-esteem workshop/young people &amp; the law  Yr 9 healthy relationships/ Safer choices seminar/staying safe  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/life skills</p>	<p>Form time activities  Thames Valley Police assemblies/presentations  Charity awareness campaigns  science</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	Yr 12 Managing risk around drugs presentation; Bucks Fire and Rescue presentation; Shaun Attwood talk; Alcoholics Anonymous talk – annual.	
How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment	Yr 9 healthy relationships/ Safer choices seminar Yr 10 respectful relationships/healthy living Yr 11 respecting others/life skills Yr 12 Terence Higgins Trust talk	Science Sexual health week (Year 10+) (contraception/diseases/fertility) Year assemblies/form tutor sessions Whole school HIV assembly delivered on 1 <sup>st</sup> December. Sexual health clinic talk/promotion or information stand at school. Yr 12/13 School of Sex Education workshops
<b>Guidance: Health Education (Physical Health &amp; Mental Wellbeing)</b>		
<b>Mental Wellbeing</b>  How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Yr 7 PEP/growing up/living a life of value/British values Yr 8 Respecting yourself and others/healthy mind & body/self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	On-line safety week  Mental health week - lessons/assemblies/form time 6 <sup>th</sup> form mediators
That happiness is linked to being connected to others.	Yr 7 PEP/growing up/living a life of value/British values Yr 8 Respecting yourself and others/healthy mind & body/self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project	On-line safety week  Mental health week - lessons/assemblies/form time 6 <sup>th</sup> form mediators

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
	<p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p>	
<p>How to recognise the early signs of mental wellbeing concerns.</p>	<p>Yr 7 PEP/growing up/living a life of value/British values</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p>	<p>On-line safety week</p> <p>Mental health week - lessons/assemblies/form time</p> <p>6<sup>th</sup> form mediators</p>
<p>Common types of mental ill health (e.g. anxiety and depression).</p>	<p>Yr 7 PEP/growing up/living a life of value/British values/healthy heart</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p>	<p>On-line safety week</p> <p>Mental health week - lessons/assemblies/form time</p> <p>6<sup>th</sup> form mediators</p>
<p>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.</p>	<p>Yr 7 PEP/growing up/living a life of value/British values/healthy heart</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p>	<p>On-line safety week</p> <p>Mental health week - lessons/assemblies/form time</p> <p>6<sup>th</sup> form mediators</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>Yr 7 PEP/growing up/living a life of value/British values/Healthy heart</p> <p>Yr 8 Respecting yourself and others/healthy mind &amp; body/self-esteem &amp; body confidence workshop</p> <p>Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project</p> <p>Yr 10 Expect respect sessions/respectful relationships</p> <p>Yr 11 Respecting others/Life Skills</p>	<p>On-line safety week</p> <p>Mental health week - lessons/assemblies/form time</p> <p>6<sup>th</sup> form mediators</p> <p>PE</p>
<p><b>Internet Safety and harms</b></p> <p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, overreliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p>	<p>Yr 7 Staying safe</p> <p>Yr 8 Savvy social media/respecting yourself and others/young people &amp; the law</p> <p>Yr 9 Safer choices seminar/Healthy relationships/positive futures</p> <p>Yr 10 Respectful relationships/young people and the law</p> <p>Yr 11 Expect respect/Respecting others</p>	<p>On-line safety week (assemblies/activities across all year groups)</p> <p>Thames Valley Police presentation and case studies</p> <p>Student access to school policy/handbook</p> <p>School Safeguarding guidelines and procedures</p>
<p>How to identify harmful behaviours online (including bullying, abuse or harassment)</p>	<p>Yr 7 Staying safe</p>	<p>On-line safety week (assemblies/activities across all year groups)</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
and how to report, or find support, if they have been affected by those behaviours.	Yr 8 Savvy social media/respecting yourself and others/young people & the law Yr 9 Safer choices seminar/Healthy relationships Yr 10 Respectful relationships/young people and the law Yr 11 Expect respect/Respecting others	Thames Valley Police presentation and case studies Student access to school policy/handbook School Safeguarding guidelines and procedures
<b>Physical health and fitness</b> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. mental wellbeing, including as an approach to combat stress.	Yr 7 PEP/growing up/living a life of value/British values/Healthy heart project Yr 8 Respecting yourself and others/healthy mind & body/self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	PE Food Technology
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	Yr 7 PEP/growing up/living a life of value/British values/healthy heart Yr 8 Respecting yourself and others/healthy mind & body/self-esteem & body confidence workshop Yr 9 Safer Choices/healthy relationships/positive futures/under the skin project Yr 10 Expect respect sessions/respectful relationships Yr 11 Respecting others/Life Skills	Food technology science
About the science relating to blood, organ and stem cell donation		Science

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p><b>Healthy Eating</b></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>	<p>Year 7 Healthy Heart project  Year 8 Healthy body &amp; mind  Year 9 Positive futures  Year 10 Healthy Living</p>	<p>Food technology  Science  Assemblies  Form time activities</p>
<p><b>Drugs, alcohol and tobacco</b></p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.</p>	<p>Yr 7 staying safe/living a life of value  Yr 8 Healthy mind &amp; body/self-esteem workshop/young people &amp; the law  Yr 9 healthy relationships/ Safer choices seminar/staying safe  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/life skills</p>	<p>Form time activities  Thames Valley Police assemblies/presentations  Charity awareness campaigns  Science</p>
<p>The law relating to the supply and possession of illegal substances.</p>	<p>Yr 7 staying safe/living a life of value  Yr 8 Healthy mind &amp; body/self-esteem workshop/young people &amp; the law  Yr 9 healthy relationships/ Safer choices seminar/staying safe  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/life skills</p>	<p>Form time activities  Thames Valley Police assemblies/presentations  Charity awareness campaigns  Science</p>
<p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p>	<p>Yr 7 staying safe/living a life of value/Healthy heart  Yr 8 Healthy mind &amp; body/self-esteem workshop/young people &amp; the law  Yr 9 healthy relationships/ Safer choices seminar/staying safe  Yr 10 respectful relationships/healthy living  Yr 11 respecting others/life skills</p>	<p>Form time activities  Thames Valley Police assemblies/presentations  Charity awareness campaigns  Science</p>

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
The physical and psychological consequences of addiction, including alcohol dependency.	Yr 7 staying safe/living a life of value/Healthy heart Yr 8 Healthy mind & body/self-esteem workshop/young people & the law Yr 9 healthy relationships/ Safer choices seminar/staying safe Yr 10 respectful relationships/healthy living Yr 11 respecting others/life skills	Form time activities Thames Valley Police assemblies/presentations Charity awareness campaigns Science
Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Yr 7 staying safe/living a life of value/healthy heart Yr 8 Healthy mind & body/self-esteem workshop/young people & the law Yr 9 healthy relationships/ Safer choices seminar/staying safe Yr 10 respectful relationships/healthy living Yr 11 respecting others/life skills	Form time activities Thames Valley Police assemblies/presentations Charity awareness campaigns Science
The facts about harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Yr 7 staying safe/living a life of value/Healthy heart project Yr 8 Healthy mind & body/self-esteem workshop/young people & the law Yr 9 healthy relationships/ Safer choices seminar/staying safe Yr 10 respectful relationships/healthy living Yr 11 respecting others/life skills	Form time activities Thames Valley Police assemblies/presentations Charity awareness campaigns Science
<b>Health and Prevention</b> About personal hygiene, gums including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Yr 7 Hygiene sessions/Healthy heart project Yr 8 Healthy mind & body Yr 9 positive futures Yr 10 healthy living/global citizenship	Science Whole school covid assemblies/procedures for testing/vaccination details Form time hygiene sessions assemblies



PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular self-examination and screening.	Yr 7 Hygiene sessions/Healthy Heart Yr 9 positive futures Yr 10 healthy living	Food technology Teenage cancer talk (Yr 10/11/6 <sup>th</sup> form) Form time hygiene/healthy living sessions assemblies
The benefits of self-examination and screening (late secondary)	Yr 10 healthy living Yr 11 life skills (health sessions)	Teenage cancer talk ( Yr 10/11/6 <sup>th</sup> form) Science Assemblies Charity awareness
The facts and science relating to immunization and vaccination.	Yr 7 Healthy Heartc Yr 9 Positive futures Yr 10 Healthy Living/global citizenship	Science Whole school covid assemblies/procedures for testing/vaccination details
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Yr 7 growing up/healthy heart project Yr 8 self-esteem and body confidence workshop Yr 9 Relationships and Sex education/positive futures	Form time sessions Assemblies Food technology Science
<b>Basic first aid</b>  Basic treatment for common injuries.	Yr 8 Restart a heart training Yr 10 Community first aid	D of E scheme – training sessions and expeditions PE sport leaders award First aid day assembly
Life-saving skills, including how to administer CPR.	Yr 7 Healthy heart project Yr 8 Restart a heart training Yr 10 Community first aid	D of E scheme – training sessions and expeditions PE sport leaders award First aid day assembly
The purpose of defibrillators and when one might be needed	Yr 7 Healthy heart project Yr 8 Restart a heart training Yr 10 Community first aid	D of E scheme – training sessions and expeditions PE sport leaders award First aid day assembly

PUPILS SHOULD KNOW...	YEAR GROUP AND LESSON WHERE DELIVERED	OTHER TYPES OF DELIVERY
<p><b>Changing adolescent body</b></p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>	<p>Yr 7 growing up</p> <p>Yr 8 self-esteem and body confidence workshop/mental wellbeing</p> <p>Yr 9 Relationships and sex education/Safer Choices seminar</p> <p>Yr 10 Healthy Living/Respectful relationships</p>	<p>Science</p> <p>Period poverty assembly</p>
<p>The main changes which take place in males and females, and the implications for emotional and physical health.</p>	<p>Yr 7 growing up</p> <p>Yr 8 self-esteem and body confidence workshop/mental wellbeing</p> <p>Yr 9 Relationships and sex education/Safer Choices seminar</p> <p>Yr 10 Healthy living/respectful relationships</p> <p>Yr 11 Respecting others</p>	<p>Science</p> <p>PE</p> <p>Period poverty assembly</p>

Please complete and return to school **'For the attention of the Headteacher'**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex education provision (*on curriculum map)			
Any other information you would like the school to consider			
Parent signature			

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

#### CHURCH OF ENGLAND GUIDANCE

<https://www.churchofengland.org/more/media-centre/stories-and-features/relationships-and-education>

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

#### GENERAL RSE GUIDANCE

<https://learning.nspcc.org.uk/media/1682/briefing-summary-dfe-guidance-relationships-education-sex-health-education-england.pdf>

#### DFE GUIDANCE

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)

<https://www.gov.uk/government/publications/education-for-a-connected-world>

#### NATIONAL CURRICULUM

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

#### SUGGESTED LESSON/ LEARNING RESOURCES

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans/>

<https://www.dosreforschools.com/>

<https://www.dove.com/uk/dove-self-esteem-project.html>

<https://bettyforschools.co.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/>

<https://swgfl.org.uk/resources/so-you-got-naked-online/>

<https://www.youtube.com/watch?v=Ur8G8kOYEfl&feature=youtu.be>

<https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h>

<https://www.bbc.co.uk/teach/gcse-national-5-pshe-modern-studies/zfwtrj6>

<https://nationalonlinesafety.com/lesson-plans>

<https://www.themix.org.uk/sex-and-relationships>