



Policy Title: <b>Relationships and Sex Education Policy</b>	Reviewed: Sept 2023
School Section: <b>Whole school</b>	Reviewer: REV/AMC/SC/FEP
Audience: Staff	Revision: <b>1.6</b>

## **Woodhouse Grove School and Bronte House School**

### **Relationships and Sex Education Policy**

#### **1. Introduction**

Woodhouse Grove and Bronte House accepts its responsibility for the legal, ethical and moral sex education of its pupils. As a Methodist School, we encourage pupils to take Christian values relating to sex seriously and think them through for themselves. However, we realise that there are many types of family units in current society, and that our pupils have different faiths or none at all, and all issues are dealt with sensitively, in a non-judgemental way and without dogma.

We believe that as young people develop sexually, they need to understand bodily changes, manage sexual feelings, and enjoy safe and happy relationships. They are therefore encouraged to consider appropriate attitudes and behaviours and develop relevant inter-personal skills to help promote responsible, respectful and healthy personal relationships.

The aim of RSE (Relationships and Sex Education) at our school is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health within a Christian framework. Our RSE programme aims to prepare students for an adult life in the following ways:

- Providing a framework in which sensitive class discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- Allow students to have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Help students to understand that healthy relationships are an important part of wellbeing.
- Ensure students understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Help students avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Ensure students can communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop student's awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity including LGBTQ+.
- Ensure students understand the reasons for having protected sex.
- Provide students with sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.



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- Make students aware of sources of help and acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.
- Ensure students know and understand how the law applies to sexual relationships.
- That RSE becomes an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Making RSE an entitlement for all young people.
- Encourage every student to contribute to make our community and aim to support each individual as they grow and learn.
- That RSE is set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourages students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any family structure. The important values are love, respect, and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

We recognise the important role that parents/carers play in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents, carers, and students, consulting them about the content delivered. We also aim to work in partnership with other relevant health and education professionals as appropriate.

## **2. Statutory requirements**

Our policy follows the statutory guidance given by the government (DfE (Department for Education)) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

At Bronte House School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards.

At Woodhouse Grove School, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in section 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and regarding guidance outlined in section 403 of the Education Act 1996.

At Woodhouse Grove School and Bronte House School, we teach RSE as set out in this policy.



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### **3. Policy Development**

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

- Review of relevant information, including but not limited to national and local guidance.
- The policy was drafted in accordance with the statutory guidance and aligned with the Independent Schools Regulations/BSA Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations
- Parents/governors consultation - parents and interested parties were invited to comment and provide feedback on the policy and offer commentary.
- Student consultation – students were consulted about their RSE lessons and completed a pupil voice survey in PSHEE
- Consultation with School Nurse and Head of Prep School
- Ratification - once amendments were made the policy was published
- Policy Review Jan 2024

### **4. What is Relationship and Sex Education?**

RSE is lifelong learning about physical, sexual, moral, social, cultural, and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It includes learning about 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, sexual orientation, or a specific sexual identity.

### **5. Curriculum**

Our Curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

We have developed the curriculum in consultation with parents, students and staff considering the age, needs and feelings of students.

Brontë House School RSE will focus on:

- Teaching the fundamental building blocks and characteristics of positive relationships.
- Preparing boys and girls for the changes that adolescence brings including how a baby is conceived and born.



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RSE is taught in each year group as a discrete half termly unit; “Relationships”. It is also included in the teaching of all six areas of PSHEE; Being me in this world, Celebrating difference, Dreams and goals, Healthy relationships and Changing me.

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

Families, respectful relationships, healthy friendships, online relationships, media influences, being safe, intimate, and sexual relationships including sexual health.

It will:

- Consider the ages, aptitudes and needs of all pupils, including those pupils with SEND (Special Educational Needs and Disability) and an EHC (Education and Health Care) plan.
- Not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

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

## **6. Delivery of Sex and Relationship Education**

Our RSE is taught as part of our PSHEE curriculum. The PSHEE course is delivered to all students through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week for Years 3 – 10 and once every two weeks for years 11 to 13. In addition to these discrete sessions PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature, health through Biology and PE (Physical Education), Citizenship through History and RS. There are also centrally organised Whole School themed sessions which supplement the delivery in form periods.

## **7. Roles and Responsibilities**

The PSHEE lead is responsible for the overview and yearly evaluation of this policy. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of curriculum which:

- Fulfils the aim of the school.
- Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.



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The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for supporting the Head of PSHEE with requests to withdraw students from non-statutory components of RSE (see section 9).

The Chair of Governors and PSHEE link Governor will hold the Headteacher to account for the implementation of this policy.

They will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed, and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of the individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

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

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

## **8. Inclusion**

All areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents, and 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).

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. However, all pupils will go through puberty, so we endeavour to educate everyone. Schemes of work are made available to parents prior to teaching, and we will respond to parental requests and concerns.



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### *Students with Special Needs*

We are mindful that students with SEND may be more vulnerable to bullying, abuse and sexual exploitation and therefore need a very robust RSE education. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, the school has a well-established Learning Support department and is mindful of preparing students for adulthood.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

## **9. Parents' right to withdraw their child**

### *Primary*

If parents require more information on RSE for primary aged children, this is a useful source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Parents of primary students do not have the right to withdraw their children from relationships education. Parents of primary students have the right to withdraw their children from the non-statutory components of sex education within RSE. (See lessons in red in Appendix 2). Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher/Head of PSHEE. Alternative work will be given to students who are withdrawn from sex education.

### *Secondary*

If parents require more information on RSE for secondary aged children, this is a useful source of information for them:

[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)

Parents of Senior students 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 school 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 Headteacher/Head of PSHEE.

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

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

## **10. Confidentiality, Controversial and Sensitive Issues**



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Teachers cannot offer unconditional confidentiality. See the safeguarding policy for further details.

Sex under 13 – statutory rape and social services/police/parents will be contacted.

Sex under 16 is illegal and advice will be sort from the duty and advice team.

In a case where a teacher learns from an **OVER** 16year-old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carers and if necessary to seek medical advice.
- child protection issues will be considered and referred if necessary to the child protection officer.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- the Nurses in the Medical Centre will confidentially explain the process and the circumstances under which confidentiality would be broken. E.g., Child Protection issues.

In any case where Child Protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality must be broken, they will be informed first.

## 11. Training

All Staff receive training regarding RSHE delivery in school. Colleagues are then asked for feedback regarding confidence levels on various topics. This informs future training requirements.

Colleagues who deliver RSHE lessons as part of the curriculum receive an increased level of training from Head of PSHEE.

## 12. Monitoring

The delivery of RSE is monitored through shared resources, team teaching, learning walks and sharing of best practice.

## Appendix One:

### Road Map

<https://woodhousegrove.fireflycloud.net/pshee/staff-area/rse-2020-ready>

D of E statutory wording and PSHEE association wording for Skills.

<https://woodhousegrove.fireflycloud.net/pshee/staff-area/annual-overview/dofepshee-association-skills-ks3-and-4>





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## Appendix 2:

### Topics

At Brontë House we follow the Jigsaw scheme of work. We have adapted the last unit 'Changing Me' for all year groups and puberty will be taught in years 5 and 6 and sex education in Year 6. Below is the overview of the Jigsaw scheme of work and what we teach in the 'Changing Me' unit is in the grids that follow. The lessons in red font in the Year 6 grid are the lessons parents can withdraw their children from. Parents will be sent a link to the resources we use and the content below prior to this unit being taught.

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (E1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



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<b>Year 1</b>	<b>Learning Intention(s)</b> <b>Purple – PSHE</b> <b>Green – Social and emotional development</b>
<b>Lesson 1</b> Life Cycles & Changing me	I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.
<b>Lesson 2</b> My Changing Body	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.
<b>Lesson 3</b> Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva. I respect my body and understand which parts are private.
<b>Lesson 4</b> NSPCC Lesson – Pants are Private	Understand and learn the PANTS rules. Name body parts and know which parts should be private. Know the difference between appropriate and inappropriate touch. Understand that they have the right to say “no” to unwanted touch. Start thinking about who they trust and who they can ask for help.
<b>Lesson 5</b> Learning and growing Coping with Changes	I can tell you about changes that have happened in my life. I know some ways to cope with changes.

<b>Year 2</b>	<b>Learning Intention(s)</b> <b>Purple – PSHE</b> <b>Green – Social and emotional development</b>
<b>Lesson 1</b> Life cycles in nature & growing from young	I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
<b>Lesson 2</b> The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
<b>Lesson 3</b> Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina,) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.
<b>Lesson 4</b> Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.
<b>Lesson 5</b> Looking Ahead	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in my next class and know how to go about this.



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<b>Year 3</b>	<b>Learning Intention(s)</b> <b>Purple – PSHE</b> <b>Green – Social and emotional development</b>
<b>Lesson 1</b> How Babies Grow	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.
<b>Lesson 2</b> Babies	I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.
<b>Lesson 3</b> Physical/emotional changes from Year 2 – Year 3	To know and label the body parts. Safe and Unsafe Touch.
<b>Lesson 4</b> Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
<b>Lesson 5</b> Looking Ahead	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.

<b>Year 4</b>	<b>Learning Intention(s)</b> <b>Purple – PSHE</b> <b>Green – Social and emotional development</b>
<b>Lesson 1</b> Healthy Relationships and Consent	Identify situations where you should ask others for permission. Describe how to ask for, give and withhold permission in different scenarios.
<b>Lesson 2</b> Healthy Relationships and Consent	Explain why we should be respectful when someone withholds their permission and describe the 'unsafe touch' safety rule.
<b>Lesson 3</b> Healthy Relationships and Consent	I can identify healthy and unhealthy behaviours within relationships. I understand when secrets are OK or not OK. I know how to access my support network if a relationship doesn't feel good.
<b>Lesson 4</b> Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.
<b>Lesson 5</b> Accepting change and looking ahead	I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about these.



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Year 5	Learning Intention(s)
<b>Lesson 1</b>	I can identify changes that occur throughout the human life cycle. I understand the term puberty and the reason that body changes occur.
<b>Lesson 2</b>	I can identify the physical and emotional changes associated with puberty.
<b>Lesson 3</b>	As above
<b>Lesson 4</b>	<b>(Divided into boy/girl groups)</b> Girls – I understand the process of menstruation and how to care for myself. Boys – I understand how and why wet dreams and erections occur.
<b>Lesson 5</b>	I can understand how changes during puberty lead to increased needs for cleanliness and hygiene. I can describe how to care for my body during puberty.

Year 6	Learning Intention(s)
<b>Lesson 1</b>	I can define the word 'puberty'. I can identify the physical and emotional changes associated with puberty, using appropriate vocabulary. I understand that everyone's experience of puberty is different and that it begins and ends at different times.
<b>Lesson 2</b>	<b>Understand the difference between friendships and intimate relationships.</b>
<b>Lesson 3</b>	<b>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</b>
<b>Lesson 4</b>	<b>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</b>
<b>Lesson 5</b>	I can identify what I am looking forward to when I move to my new school.



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## Year 7:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
What do we mean by a healthy lifestyle? Health introduction.	Prejudice & Discrimination.	Keeping good friendships and avoiding toxic ones.
Emotions and Transition to new school	The importance of self-esteem	Family relationships
First Aid	How can we budget our money?	Love and relationships – falling in love and dealing with new feelings.
Feelings and Emotions	How can I create a personal budgeting plan?	Bullying or banter?
Mindfulness – paying attention, recognising worries and being present	What are savings, loans and interest?	What is cyberbullying?
What's the big deal about energy drinks?	Careers - Real game	How do we keep safe and positive relationships (on and off-line)?
The dangers of cigarettes and alcohol.	Why we have Laws.	What is my personal identity?
Puberty – what happens?	Diversity, prejudice and Bullying	What is sexual harassment?
Periods – what happens?	What are wants and needs?	
Consent – how to recognise and respond to inappropriate and unwanted contact	Human Rights and Childrens Rights	
Introduction to mental health issues.	What is stereotyping?	
FGM	How can we face challenges.	

NONE of the above lessons are classified as Sex Education so no withdrawal.

Resources: <https://woodhousegrove.fireflycloud.net/pshee/year-7-resources>

Every Mind Matters, Child Net, Freedom Charity – FGM and forced marriages, FORWARD, Medway Public Health. BBFC – Making choices, CEOP send me a pic. EC resources.



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## Year 8:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Covid 19	Internet Safety – what is online grooming	Healthy relationships?
How can self-confidence boost our achievement?	How can we care for our environment?	How do we keep good sexual health? Conception and contraception
Rachel Miller Story and Drugs	Careers + development focus. How can we develop our communication skills?	What is consent and why is it important?
Why do teenage parents have it so tough?	Careers + development focus - How can we develop our teamwork skills?	What is wrong with sending nudes and Why is it so risky to send personal images?
Stereotyping, discrimination and prejudice. Disability focus	BHM	Stereotyping, discrimination and prejudice. Religion focus.
How can we look after others and ourselves in an emergency? Personal safety and first aid.	Homophobia	How can British Values teach us tolerance and respect?
What is vaping?	Stereotyping, discrimination and prejudice.	Domestic conflict – why do people run away from home?
What is mindfulness? How can this aid positive mental health.	Teens and the media focus.	Peer pressure
Emotional literacy – why is self-awareness in our actions towards others so important?	Who are the extremist groups and why are they so dangerous?	What is Sexual Harassment?
Cancer Awareness.	Where does extremism come from?	
Why do people Self Harm?		

The following topic is deemed Sex Education ‘**How do we keep good sexual health? Conception and contraception**’ – right to withdraw from these lessons allowed using the form in APPENDIX 3.

Resources: <https://woodhousegrove.fireflycloud.net/pshee/year-8-resources>

Medway Public Health directorate, BBFC -making choices, NCA CEOP, Rachel Miller, EC resources





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## Year 9:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Mindfulness	How does knife crime impact on our communities, why do teens get involved?	Who are the LGBT+ community and what would they like us to know?
How can we manage the stress of school and exams?	Discrimination	Why are British communities so diverse? Immigration and diversity focus.
Why do people take illegal drugs?	Sophie Lancaster Project	What are domestic violence and abusive relationships?
Drugs and the Law	Online Safety	<b>The dangers of Pornography.</b>
Acid attacks – why are these on the increase?	Careers – Opening your eyes	CSE (Child Sexual Exploitation) – how are children and young people lured into dangerous relationships and what do these look like?
Why do people become selfie-obsessed?	Which Job suits me	Body image and the media.
What are the short and long-term problems of drinking?	Employability Action Plan	What is Sexual Harassment?
Responsible health choices – blood donation, stem cells, vaccinations	Introduction to Locker	Can we respect and celebrate British values and religion?
Why can't some people access education?	How can extreme views lead to human rights abuses?	What is peer-pressure – why is it so powerful and how can we overcome this?
How are we protected from prejudice and discrimination	How does the law deal with young offenders?	Trafficking
Mental health – how can I deal with and manage anxiety?	What other skills do we need to develop for the work environment?	Relationship expectations
	What can we learn from successful business people? Should we send aid to foreign countries?	Coping with grief and bereavement
		Consent
		<b>Good Sexual health</b>

Resources: <https://woodhousegrove.fireflycloud.net/pshee/year-9-resources>

The following topics are deemed Sex Education '**Good Sexual health and the dangers of Pornography**' – right to withdraw from these lessons allowed using the form in APPENDIX 3.

Medway, disrespect Nobody. BBFC making choices, CEOP, Sophie Lancaster





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## Year 10:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Can tattoos and piercings be dangerous?	What is Fake News and why do we need critical thinking skills?	Same sex relationships
Why do some people commit suicide?	What is anti-social behaviour and how does this affect Communities?	What are forced and arranged marriages? What do we need to know?
How can we manage social anxiety?	How can we successfully prepare for work experience?	Pregnancy and Parenting
Why do some people become homeless and why is homelessness on the increase?	Learning Journey	<b>Sexual Pleasure and expectations</b>
What are hate crimes and why do these still happen?	Employability?	Why do sexism, gender prejudice and stereotypes still exist?
What is binge drinking, what are the risks and why do people still do it?	Why University?	What is community cohesion and why is this important?
How can we take steps to live more sustainably? (Carbon footprint)	Why Apprenticeships?	FGM – What and Why?
Social Media and Self-Esteem	British Values – how does the criminal justice system work	Revenge Porn – what is this and how can we prevent ourselves from being victims?
Internet Safety – the dangers of excessive screen time	What is overt and covert racism and why are people still prejudiced?	Healthy or unhealthy relationships
	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
	Crime, gangs and County Lines.	What is Sexual Harassment?
		Consent
		<b>Screwball Film and sexual activities</b>

Resources: <https://woodhousegrove.fireflycloud.net/pshee/year-10-resources>

Alice Ruggles Trust, BBC teach, EC resources, Brooke, Not our streets, Ceop, Be internet citizens, FORWARD, Freedom Charity.

The following topics are deemed Sex Education – ‘**Screwball film and sexual activities, Pleasure, and Expectations**’ right to withdraw from these lessons allowed using the form in APPENDIX 3.



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## Year 11

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE (Personal Social and Health Education) so important?		
Risk Taking	GCSE Revision and Study Skills	
Gambling and Online Gaming	Applying to College and University	
Perseverance and Procrastination	Independent Living	
Privilege – How does this affect us all?	Internet Safety – the Dark Web	Bullying – Body Shaming
Why do we need sleep and how does sleep deprivation affect us?	How is plastic pollution destroying our environment?	Relationship Break Ups
Why is our digital footprint important?	How can we protect animal rights and aid sustainability?	<b>What is 'Good Sex'?</b>
How can we celebrate diversity and our identities?	How can trade unions protect our rights at work?	Why is it essential we know about consent, rape and sexual abuse?
What is body positivity and is why is this controversial? (Obesity issues)	What is cybercrime?	How can we make ourselves and other people feel more positive and why is happiness important?
Personal Safety in the Wider World	How can we successfully prepare for a job interview?	Relationship types and sexuality
Fertility and reproductive health issues (2 hours)	Globalisation – how does this affect us?	<b>What is Chem Sex and what do we mean when we talk about safe sex?</b>
First Aid - CPR	What is multiculturalism?	
	What is right-wing extremism?	
	Why is Health and Safety at work so important?	

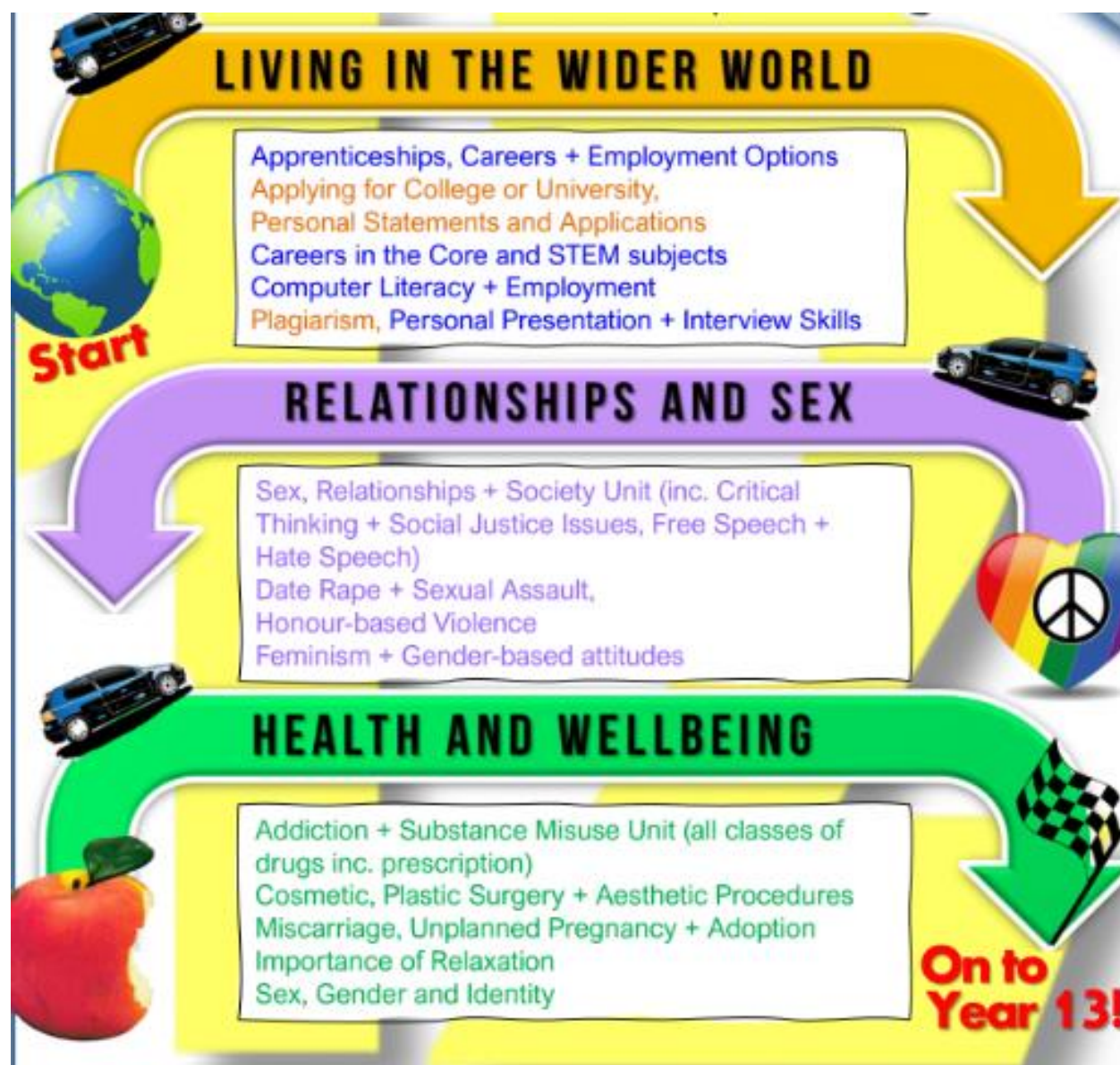
Resources: <https://woodhousegrove.fireflycloud.net/pshee/year-11-resources>

The following topics are deemed Sex Education – '**What is good sex? Chem Sex and Safe Sex**' right to withdraw from these lessons allowed using the form in APPENDIX 3.



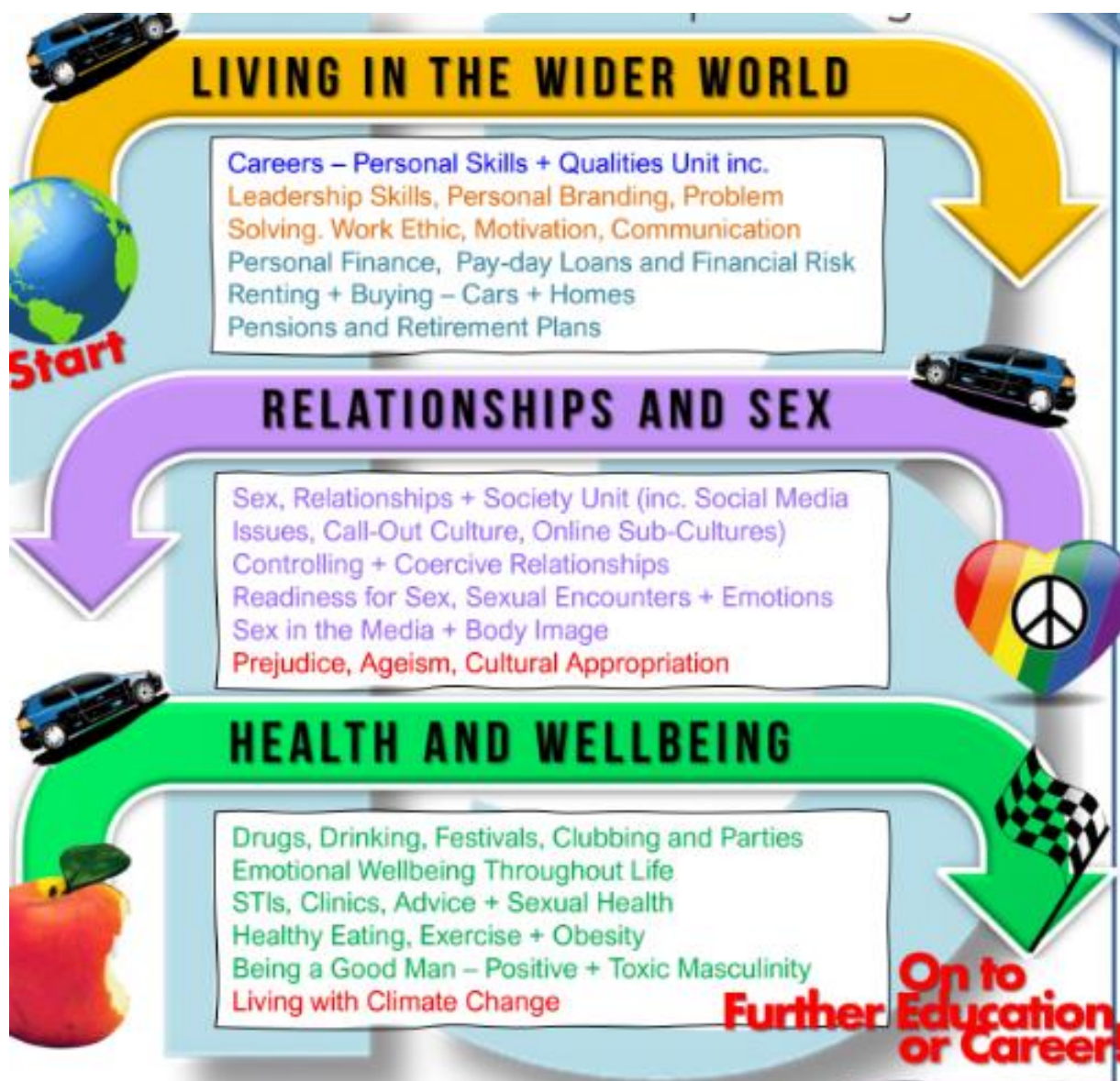
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Sixth form: We follow the C resources Ltd programme for Key stage 5.





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### Topics covered outside PSHEE linking to RSE;

	Covered in RS	Covered in Science
Year 1	To understand that we can get to know each other and share our thoughts and feelings.	Identifying and locating body parts, 5 senses, comparing humans and other animals
Year 2	Similarities and differences between people. Significant people in our lives.	Comparing babies and children; exercise and health; introduce term reproduction
Year 3	How does our faith help us relate to each other?	Diet, teeth and healthy eating.
Year 4	The relationship between Mary and Joseph. Jesus' teachings on how we should treat others.	Comparing children and adults; movement, growth and exercise.
Year 5	How do the Sikh and Jewish holy books help Sikhs and Jews live their lives and relate to others?	Life cycles of plants and animals including humans. Health, balanced diet, exercise, drugs, smoking and alcohol.
Year 6	Religious buildings as the centre of the community.	None.
Year 7	The birth stories of Jesus and Jesus' family	Reproductive organs, fertilisation, menstrual cycle, development of foetus, birth and physical and emotional changes that take place during adolescence.
Year 8	Deals with issues around children, marriage and divorce in Islam, Hinduism, Sikhism and Judaism. The Buddhists way of life and precepts such as "I will avoid harmful sexual activity" are also noted.	Growth and reproduction of bacteria and the replication of viruses which can affect health. Spread of diseases including AIDS and its treatment.



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Year 9	All matters relating to family, marriage, divorce, contraception, and abortion are considered from a world religions perspective.	
Year 10	The importance of family/family values in Judaism: Shabbat, Jewish rites of passage (birth ceremonies), coming of age (Bar and Bat Mitzvah), marriage, death and mourning. Key moral principles: Tikkun Olam (healing the world), tzedakah (justice and charity), chesed (loving kindness) and Pikuach Nefesh (the sanctity of life).	Sexual Reproduction- male and female organs, fertilisation, IVF, development of foetus, menstrual cycle, care of foetus and baby. Responsibilities and roles of pregnant and breastfeeding mothers. The transmission of HIV, its affects and prevention of spread.
Year 11	Value of human Life, vegetarianism, abortion. Euthanasia, the right to die, care for dying (hospices), forgiveness and reconciliation, attitudes towards violence, war and terrorism, victims of war, peace and pacifism, causes of crime, treatment of criminals, hate crimes and crimes against the person, punishment, forgiveness and reform.	Genetics and Inheritance. Inherited disorders and ethical issues relating to screening and foetal diagnoses.
Year 12		Spread of diseases and the cause of AIDs, the biology of cancer and the context of HPV. Genetic diversity, its importance and the factors which affect it.



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Year 13		Inheritance and dangers of consanguinal relationships, Genetic screening and the ethics around this. Cloning and gene editing. Gene expression, mutation and the biology and presentation of cancer.
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### Appendix 3

Parent form: Withdrawal from Sex Education within RSE

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

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