DITCHAM PARK SCHOOL

Where every child is known and valued

Relationship and Sex Education Policy

Approved by:	Education Committee
Last reviewed on:	May 2025
Next review due by:	May 2026

Contents

1.Aims 2
2.Definition 3
3. Statutory requirements 3
4. Policy development 3
5. Curriculum 4
6. Delivery of RSE 4
7. Use of external organisations and materials 5
8. Roles and responsibilities 7
9. Parents' right to withdraw 7
10. Training 7
11. Monitoring arrangements 7
Appendix 1a. Relationships and sex education curriculum map for Juniors 9
Appendix 1b. PSHE/Relationships and sex education curriculum map for Seniors 15
Appendix 2: By the end of primary school pupils should know 29
Appendix 2: By the end of secondary school pupils should know 32
Appendix 3: Parent form: withdrawal from sex education within RSE 35

---

1. Aims

Through the teaching of RSE at Ditcham Park School, we aim to enable pupils to learn about:

Attitudes and values:

- the importance of values; individual conscience and ethical considerations
- the value of family life (including but not exclusive of marriage) and stable and loving relationships
- the value of respect, love and care
- moral dilemmas; developing critical thinking as part of decision-making
- the power and consequences of images/gender stereotypes in the media and on the internet

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict; learning how to recognise and avoid exploitation and abuse
- learning how to deal with failure and setbacks with resilience

Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships

At Ditcham Park School, we want to provide a safe and reliable environment for our students to confidently discuss and learn about relationships and sex. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice.

RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

In the Junior school, relationships education is taught, rather than relationships and sex education.

2. Definition

Relationship and Sex Education (RSE) involves learning about physical, moral, emotional and sexual development. It is about the understanding of the importance of stable and healthy relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

It is up to the school to make sure that the diverse needs of all pupils are met in the programme. Young people, whatever their developing sexuality and gender identity, need to feel that RSE is relevant to and inclusive of them.

RSE at Ditcham Park School incorporates all the elements of statutory guidance whilst aiming to create an adaptive curriculum fit for the world (both physical and digital) in which our young people live. We believe pupils should learn understand their bodies, reflect on their relationship values and be able to confidently and respectfully discuss relationships and sex. We believe that this approach to RSE will help to reduce the risk of unhealthy and abusive relationships.

3. Statutory requirements

Juniors

In Juniors, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Seniors

In Seniors, we provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

Our RSE curriculum is set out as per Appendix 1 and is adapted as and when it is deemed necessary.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the school will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

In Juniors, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

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

In Seniors RSE focuses on learning about:

- family (and the various forms this can take)
- respectful relationships
- online and media
- being safe
- identity
- intimate and sexual relationships, including sexual health

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

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
    - Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governors

The Governors will approve the RSE policy, and hold the Head to account for its implementation.

8.2 The Head

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents of junior school pupils do not have the right to withdraw their children from relationships education.

In the senior school, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up 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 Head.

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

10. Training

Staff are trained on the effective delivery of RSE which is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE in the Senior school and by the Head of Juniors in the Junior School through:

- Reviews of planning
- Lesson observations
- Review discussions with staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of Juniors and the Head of Seniors annually. At every review, the policy will be approved by the Governors.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	**Autumn** **Spring**	Families and Relationships: • Understanding that families look after us • Understanding the importance and characteristics of positive friendships • Recognising how others show feelings and how to respond • Understanding how friendships can make us feel • Understanding that friendships can have problems but we can overcome them • Understanding that being friendly to others makes them feel welcome and included • Understanding what is meant by a stereotype Safety and the changing body • Knowing how to respond to adults in a safe and familiar context • Understanding how to respond to adults in a range of situations • Understanding what to do if you get lost • Knowing what is an emergency and to make a phone call if needed • Understanding the difference between acceptable and unacceptable physical contact • Understanding what is safe to put into or onto our bodies • Understanding that there are dangers at home and how these can be avoided.	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
2	**Autumn** **Spring**	Families and Relationships: • Understanding the role of the family in their lives • Understanding the range of families they may encounter now and in the future • Recognising how others show feelings in different ways and how to respond • Understanding that some friendships might make us feel unhappy and how to deal with this • Understanding the conventions of courtesy and manners • Understanding how loss and change can affect us • Developing an understands of stereotypes and how these might affect job/career choices Safety and the changing body • Understanding what the Internet is and how it can help us • Understanding how to stay safe when using the internet • Understanding the difference between secrets and surprises • Understanding the concept of privacy and the correct vocabulary for body parts • Understanding safe and unsafe touches	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	**Autumn** **Spring**	Families and Relationships: • Understanding that families love and support each other but sometimes problems can occur and help is available if needed • Understanding that friendships have ups and downs and that problems can be resolved. • Understanding the impact of bullying • Listening and communicate effectively • Understanding why trust is an important part of positive relationships • Understanding the differences between people and why it is important to respect these differences • Recognising that stereotypes are present in everyday life • Recognising that stereotypes exist based on a number of factors Safety and the Changing Body • Understanding the importance of being kind online and what this looks like • Understanding that cyberbullying involves being unkind online • Understanding that not all emails are genuine • Understanding the choices people can make and those which are made by others • Beginning to recognise who and what can influence our decisions. Knowing how we can make sure we are making the right decision for ourselves.	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4	**Autumn** **Spring**	Families and Relationships: • Developing understanding of courtesy and manners in a range of situations • Understanding the physical and emotional boundaries in friendships • Understanding that my behaviour can have an impact on others • Understanding the impact of bullying and the responsibility of bystanders to help • Exploring stereotypes in fictional characters and think about how these might influence us • Recognising that stereotypes can relate to a number of factors • Understanding that families are very varied, in this country and across the world • Exploring how we can help following a bereavement Safety and the Changing Body • Understanding that age restrictions are designed to protect us • Understanding the benefits and risks of sharing material online • Developing understanding of privacy and the difference between secrets and surprises • Recognising that change is part of growing up • Recognising the physical differences between children and adults	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5	**Autumn** **Summer**	Families and Relationships: • Understanding how to form and maintain positive relationships • Exploring the ups and downs of friendships • Understanding the concept of marriage • Understanding self-respect • Understanding that family relationships can sometimes make children feel unhappy and what they can do if this happens • Understanding more about bullying and how to get help • Recognising how attitudes to gender have changed over time • Exploring the impact of stereotypes and how they can lead to discrimination Safety and the Changing Body • Learning about staying safe online • Understanding physical changes during puberty • Understanding the menstrual cycle • Understanding emotional changes during puberty • Understanding the influence others have on us and how we can make our own decisions	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
6	**Autumn** **Summer**	Families and Relationships: • Understanding what we mean by respect and why it is important • Understanding that respect is two-way and how we treat others is how we can expect to be treated • Exploring other people's attitudes and ideas and to begin to challenge these • Understanding stereotypes and be able to share information on them • Resolving disputes and conflict through negotiation and compromise • Understanding the process and emotions relating to grief Safety and the Changing Body: • Understanding physical changes during puberty • Understanding the menstrual cycle • Understanding emotional changes during puberty • Understanding the biology of conception* • Understanding the development of the baby during pregnancy* * only to be covered if it is deemed to be needed. If it is parents would be informed and would have the right to withdraw.	Kapow Primary https://www.kapowprimary.com/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	**Autumn 1** SRE/SMSC/PSHE/Gatsby Benchmark Criteria. **Autumn 2** SRE/HEALTH **Spring 1** SRE	***Managing Change- Life beyond School (SMSC/ Careers/ Finance)*** • Getting to know people. Welcome to Seniors • What is community? • Careers and your future • Financial education • Sleep and relaxation ***Puberty and body development (Health and well-being statutory requirements/PSHE)*** • Learning about our changing body • Puberty girls and boys • Personal hygiene • Growing up FGM ***Friends, respect and relationships (RSE statutory requirements/PSHE)*** • Understanding the importance and characteristics of positive friendships • Respect and relationships. What makes a good friend? • Being positive • Consent and boundaries • Pressures and influence of friendships • What does it mean to be a man today?	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
7	**Spring 2** RSE **Summer 1** SMSC/BV/PSHE **Summer 2** BV	***Staying safe online and offline (statutory RSE and Staying safe Drugs Education)*** • Avoiding gangs and criminal behaviour • Staying safe online • Online gaming, grooming and addiction. • Alcohol and risk taking. • Smoking, vaping, shisha and e-cigarettes • Energy drinks and caffeine • Knife crime and safety ***Celebrating differences (British Values/Citizenship/PSHE)*** • What is your identity? • Multicultural Britain • The importance of being kind • Breaking down stereotypes • Learning disabilities • Prejudiced and discrimination. • Challenging Islamophobia ***Politics and Parliament- Rights and responsibilities (British Values/Citizenship/PSHE)*** • What is politics important? • How is our country run? Democracy. • The role of a Prime Minister. • Monarchy • Parliament, Debates and Politics • Elections • Creating a political party.	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities British values • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	**Autumn 1** RSE/SMSC/PSHE/Careers/Gatsby Benchmark Criteria. **Autumn 2** RSE/PSHE/HEALTH	***Proud to be me - Life beyond school (SMSC/Careers/Finance)*** • Employability and enterprise skills • Proud to be me. • Careers and aspirations. • Self-esteem and media. • The importance of happiness. • What makes me angry? • Exploring careers. ***Physical health and mental wellbeing (Health and well-being statutory requirements/PSHE)*** • Health and wellbeing. • What is mental Health? • Positive body image. • Child abuse. • Types of bullying . • Healthy eating and what is cholesterol. • Stress and managing stress.	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	**Spring 1** RSE/HEALTH/PSHE **Spring 2** RSE	***Identity and Relationships and Sex Education (Statutory RSE and Health/ Well being/ PSHE) :*** • Introduction to relationships. • Being Yourself and Self-love • Healthy Respectful Relationships • What is love? • Dealing with conflict • Periods and menstrual Cycles. • Introduction to Contraception • Sexual Orientation ***Staying safe online and offline – Drugs education/Gangs (Statutory Health and RSE)*** • County lines and County Gangs • Who is at risk? • Substance misuse • Cyber-bullying • Grooming boys and girls • Alcohol safety education • Child exploitation and Online protection	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
8	**Summer 1** RSE/ PSHE/BV/ Citizenship **Summer 2** BV/ Citizenship/PSHE	***Equality and Celebrating Diversity (RSE/British Values/Citizenship/PSHE)*** • Equality Act and Protected Characteristics • LGBTQ+ What is it? • Rights across the world. • *Gender Equality.* • Ableism and Disability Discrimination. • Removing barriers and equality for all. • Racism and Discrimination ***Law Crime and Society – Right and Responsibilities (Citizenship/ British Values and PSHE)*** • Desert Island Living. • The concept of community and community living. • Decision making and constitution. • Criminals law and the society we live in. • Law making process in the UK. • Prisons reform and punishment in the UK	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	**Autumn 1** PSHE/Careers/Gatsby Benchmark Criteria. **Autumn 2** RSE/PSHE/HEALTH	***Essential life skills - Life beyond School (SMSC/Careers/Finance)*** • Resilience: Failure to Success. • Assertiveness • First aid • Saving and managing money • Labour market information. • Finance and Budgeting/ Employment • Social media and online stress. ***Being Body Confident.* (*Health and well-being statutory requirements/ PSHE)*** • How self-esteem can change • What is a penis? • What is a vulva? • HBT- bullying. • Dealing with grief and loss • Media and airbrushing • Cancer prevention and healthy lifestyles	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	**Spring 1** RSE/PSHE/HEALTH **Spring 2** Health/ PSHE	***Sex, the law and consent (Statutory RSE and Health/ Well being/ PSHE):*** • The concept of sexual consent • FGM and the law • Relationships and partners • Domestic abuse and domestic violence • Why have sex? • Delaying sexual activity • What are STIs? ***Legal and Illegal drugs- staying safe on and offline safety/ Drugs education. (Statutory Health/Wellbeing)*** • What is a drug? • Different types of addictions • Cannabis Products • Drug classifications • Party drugs and Illegal drugs • Exploring illegal drugs • Volatile substance	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
9	**Summer 1** RSE/PSHE/HEALTH **Summer 2** BV/ Citizenship/PSHE	***Relationships and Sex Education – Contraception and STIs: (Statutory RSE and Health/ Well being/ PSHE):*** • GUM clinics and treating STIs • Contraception- methods available • Contraception explored. • Sexual Harassment and stalking • HIV/ AIDS • HIV discrimination and Prejudice ***Combatting extremism and terrorism. Right and Responsibilities (Citizenship/ British Values and PSHE)*** • Conspiracy theories and narratives • Extremism in all its forms • What is terrorism? • War and conflict • The radicalisation process. • Counter terrorism • Antisemitism in the UK	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	**Autumn 1** SMSC/ RSE BV/ Citizenship/PSHE **Autumn 2** PSHE/ Health/ RSE	***Rights and responsibilities - Life beyond School (SMSC/Careers/Finance)*** • Instagram and TikTok – the new generation • Targeted advertising • What is marriage? • Rights and responsibilities • Consumer rights • Employment rights • Exploring a paycheck ***Mental health and Wellbeing (Statutory Health and Wellbeing)*** • Child sexual Abuse • Screen time • Common types of mental health • Self Harm • Suicidal Thoughts and Feelings • Promoting emotional wellbeing	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	**Spring 1** RSE/PSHE/HEALTH **Spring 2** Health/ PSHE	***Exploring Relationships and Sex Education (Statutory RSE and Health/ Well being/ PSHE):*** • Pleasure and delaying sex • FGM and campaigning against FGM. • Sexting/ Nudes and pictures. • Online pornography (myths versus reality) • Porn and its impact on Society • Unhealthy relationships/misogyny/ Sexual violence • Sexualisation and the media. ***Violence, crime and seeking safety on and offline safety (Statutory Health/Wellbeing)*** • Honour based violence. • Forced Marriage and breast ironing. • Online gambling. • Social media validation. • Modern day slavery. • Keeping data safe • Causes of knife crime.	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
10	**Summer 1** PSHE/BV/ Citizenship **Summer 2** PSHE/BV/ Citizenship	***World issues – Celebrating Diversity (SMSC/PSHE /Citizenship- human rights)*** • International organisations • Peace, war and conflict • Human rights during war • Aid to support countries • Strikes and Trade unions • Women's rights and equality • Fairtrade and free trade ***Right and Responsibilities (Citizenship/ British Values and PSHE)*** • Critical thinking and fake news • Hate crime in the UK • Exploring British values • Mutual respect and tolerance • Individual Liberty • What are human rights? • Democracy explored	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	**Autumn 1** PSHE/ Careers **Autumn 2** RSE/Health/PSHE	***Preparing for success- life beyond school. (PSHE/ Careers)*** • How to revise and how to prepare yourself mentally and physically. • How to revise? • Plans of action and discussing with CCFE college interviews and applications. ***Adult health issues and looking after yourself. (Statutory Health and wellbeing/ RSE)*** • *Organ and blood donation* • *Teenage pregnancy choices.* • *Abortion, morals, laws and ethics.* • *Testicular and prostate cancer.* • *Cervical, breast and ovarian cancer.* • *Parenthood for teenagers.* • *Love and abuse.*	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	**Spring 1** RSE/PSHE **Spring 2** RSE/Health/PSHE/	***SEXUAL Health (Statutory RSE)*** • Peer on peer bullying • Fertility and what impacts it? • Alcohol parties and bad choices • The importance of sexual health • Revisiting contraception • Revisiting STIs • Respect, love and relationships. ***Staying safe (Statutory Health and wellbeing/ Statutory RSE/PSHE/ Drugs)*** • *Virtual reality and live streaming.* • *Online reputation and digital footprints* • *Group chats and antibullying.* • *Cosmetic procedures* • *New psychoactive substances* • *Festivals and nitrous oxide* • *Substance addiction*	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
11	**Summer 1** PSHE / Careers/ Gatsby Benchmark **Summer 2**	***Your future and Beyond- life beyond school. (PSHE/ Careers)*** • Screen addiction and studying • Post 16 Options (covered also in CCFE) • Examination stress and anxiety • Social media v real life • Writing a CV and personal statement (also covered in Careers) ***SUMMER EXAMINATION SEASON*** ***Leavers assembly May -June GCSE Examinations***	Cre8tive Education all resources are based on the K3 and Ks4 RSE/PSHE package. PSHE Association – whole school membership. A spiral thematic approach to all PSHE and RSE lessons: • Rights and responsibilities • Celebrating diversity • Relationships and Sex Education • Staying safe on and off-line. • Health and well-being • Life beyond school

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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

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

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

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms