



St Augustine's High School

Relationships and Sex Education Policy

St. Augustine's RSE curriculum is centered on the core values of the school including respect, inclusion and integrity. Students are taught a broad range of curriculum topics to prepare them for adult life and allow them to make informed choices so they are able to 'live life in all its fullness'. The inclusive nature of the school allows for students to feel safe when exploring difficult and complex topics by respecting the views of others in the understanding that we are all equal members of the same community where 'diversity is embraced and celebrated'.

Approved by:	Governing Body	Date: October 2025
Last reviewed on:	October 2024	
Next review due by:	October 2027	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.



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1. Aims

The aims of relationships and sex education (RSE) at St. Augustine's are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

At St. Augustine's CE High School, RSE serves the role of fostering equality and inclusion for every person, regardless of gender, sexual orientation, ethnicity, race and religion. Pupils are taught to accept all people they encounter, and that any type of bullying is unacceptable. As a school, St. Augustine's places its values and ethos around inclusivity, and this is strongly supported throughout the curriculum presented through RSE.

2. Statutory Requirements

As a maintained secondary school, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

At St Augustine's, we teach RSE as set out in this policy.

Policy development

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

1. Review – a member of staff collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff delivering PSHCE were spoken to about RSE and an opportunity for feedback provided. Staff Voice continues to form a key part of RSE teaching & development in 2025-26.



3. Parent/stakeholder consultation – parents were sent a letter outlining the curriculum for PSHCE, including RSE and given an opportunity to respond to the Subject Leader for PSHCE. Parent Voice will also be used in 2025-26 to explain the purpose of the RSE/PSHE curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE & student voice continues to form a key part of ongoing curriculum development (2025-26)
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values in order to prepare students for the opportunities, responsibilities and experiences of later life. RSE is not about the promotion of sexual activity or sexual experimentation.

3. Curriculum

The RSE curriculum is embedded in the school PSHCE curriculum and complimented by delivery of statutory topics in both Science and Religious Studies. PSHCE is taught as a discrete period in Year 7, 8, 10 and 11, and through the pastoral programme (form time) in Year 9. It is supported by additional speakers, external agencies and other professionals throughout the year as appropriate, utilizing groups such as the NHS, Mind, Oddballs Foundation and more.

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with stakeholders and external agencies including pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. There is regular INSET & staff training on more sensitive topics & new areas that develop (online safety, AI generated images, the 'manosphere' and the dark web.)

4. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS) The school will make sure that:

- Core knowledge is sectioned into units of manageable size



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- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations Pupils also receive stand-alone sex education sessions delivered by a trained health professional when available. 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 safety and awareness
- Being safe in intimate and sexual relationships, including sexual health

All teachers may be asked to deliver Relationships and Sex Education, in accordance with statutory guidelines and the school's policy and curriculum. Teachers have a responsibility to ensure all students are aware of their rights and responsibilities. Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved. Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Teaching staff will receive Relationships and Sex Education training on a regular basis, in accordance with the needs of the school and student body, and in line with government guidance.

Staff will follow normal safeguarding procedures by reporting to the Designated Safeguarding Lead, or in his/her absence, their deputy, any concerns that may be raised as part of the delivery of RSE or the wider PSHE curriculum. Where visitors and/or external agencies are engaged to support the delivery of PSHE, they will be required to meet all the safeguarding procedures of the school.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty



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- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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
- I-to-I discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

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 and maturity of the pupils



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- 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of external organisations and materials

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

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers.



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5. Roles and responsibilities

a) The governing body

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

b) The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific components (health education) components of RSE (see section 8).

c) Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, including reading all lessons ahead of time & ensuring work is amended as required
- Modelling positive attitudes to RSE & monitoring progress
- 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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 their line manager and the headteacher.

All teachers of discrete lessons in Year 7, Year 8, Year 10 and Year 11, as well as form tutors in Year 7-13 are fully responsible for delivering varying aspects of RSE to their pupils through our pastoral programme.

d) Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. If pupils do not engage fully, there is a clear structure where students will be spoken to with their teacher, the PSHCE coordinators and the Headteacher in charge.

6. Parental Right to Withdraw

Parents/carers have the right to withdraw their child from Sex Education that does not fall under the non-statutory components of sex education within RSE up to 3 terms before the pupils turn 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. In the event that a parent/carer wishes to make a request to withdraw their child from the identified elements of the RSE curriculum, they should complete the proforma in Appendix 2. At this point, parents/carers



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will be invited to discuss their withdrawal request with an appropriate member of the school staff to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will keep a record of the meeting and any agreed actions for the benefit of the parent and the school. St. Augustine's CE High School will be respectful of the parent/carers right to withdraw a student. In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

The following is a list of lessons that parents have the right to withdraw their child from:

Key Stage 3

Sexual relationships

- Masturbation
- Sexual Assault
- STIs and Contraception
- **Online and media safety** – Pornography only

Key Stage 4

Healthy Relationships

- Teenage pregnancy

7. Training

Staff are trained on the delivery of RSE as part their induction and it is included in our continuing professional development calendar with time for both curriculum teachers and tutors who deliver sessions in the pastoral programme.

The PSHCE coordinators will also invite visitors from outside the school, such as school nurses or sexual health professionals, alongside other providers, to provide support and training to staff teaching RSE. Regular training and support is offered through CPD, guest speakers and posting articles and updates on the Teams page.

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

8. Monitoring arrangements

The delivery of RSE is monitored by R. Sudworth, O. Grant (Co-Ordinators of PSHCE) Rachel Kelly as line manager. Examples of monitoring activities are as follows:



- Learning walks
- Lessons observations
- Student Voice
- Staff feedback- Teacher Voice
- Students work
- Parental feedback Students' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

9. Policy Review

This policy will be reviewed by SLT, R. Sudworth & O. Grant annually. At every review, the policy will be approved by the governing body. A copy of the policy will be available to all stakeholders on the school website.



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Appendix I: By the end of secondary school pupils should know (PSHE Association)

Topic	Pupils should know
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to wellbeing, and their importance for bringing up children• Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children• That forced marriage and marriage before the age of 18 are illegal• How families and relationships change over time, including through birth, death, separation and new relationships.• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.• How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust



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Topic	Pupils should know
Respectful relationships, including friendships	<ul style="list-style-type: none"> • About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers



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Topic	Pupils should know
Online safety and awareness	<ul style="list-style-type: none"> • 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it



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	<ul style="list-style-type: none"> • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	<ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty



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- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury
- That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
- How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault



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Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment



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Appendix 2 - Curriculum Overview Key Stage 3

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Rights and Responsibilities • Tackling Human Rights and how to treat everyone with respect. • Diversity, prejudice and bullying including cyber bullying. • Managing conflict and friendships, social media. • Self Esteem, romance and friendships. • Exploring family life. • The risk of alcohol and tobacco and energy drinks. • Understanding puberty and tackling FGM • Making Ethical and financial decisions • Saving, spending and budgeting money. • Enterprise skills and introduction to careers • Challenging work stereotypes and raising aspirations 	<ul style="list-style-type: none"> • Understanding racism and religious discrimination, promoting human rights. • Mental health and emotional well-being including body image and self-value. • Evaluating rights and responsibilities in the community. • Respecting others and listening to the views of other people. • First aid and personal safety. • Understanding the risk of drugs and alcohol abuse. • Introduction to sexuality and consent. • Understanding the purposes of contraception. • Evaluating value for money in services • Risks and consequences making financial decisions. 	<ul style="list-style-type: none"> • Peer pressure, assertiveness and risk, gang crimes. • Understanding dieting, lifestyle balance and unhealthy coping strategies. • Managing conflict at home and the dangers of running away from home. • Tackling homophobia, and sexism. • Understanding careers and future aspirations. • Identifying learning strengths and setting goals as part of the GCSE options process. • Managing peer pressure in relation to illicit substances. • Assessing the risks of drug and alcohol abuse and addiction. • Relationships and sex education, including healthy relationships and consent. • Understanding the risks of STIs, sexting and pornography. • Planning and carrying out an enterprise project. • Reflecting on learning skills development in KS3.



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Curriculum Overview Key Stage 4

Year 10	Year 11
<ul style="list-style-type: none"> • Understanding British Values. Human rights and community cohesion. • Challenging extremism and radicalisation • Evaluating the social and emotional risks of drug use. • Exploring the influence of role models. • Understanding different families, relationships and domestic conflict. • Learning how to deal with grief and bereavement. • Preparation for Work Experience • Evaluation of work experience and readiness for work. • Understanding the causes and effects of debt. • Understanding the risks associated with gambling. • Transition into year 11 and developing study habits. • Learning and revision skills to maximise potential. 	<ul style="list-style-type: none"> • Promoting self-esteem and coping with stress. • Learning and practicing revision skills to maximise potential. • Understanding the college application process and plans beyond school. • CV Writing and understanding skills for employment • Health and Safety in independent context. • Taking responsibility for health choices, and understanding body image and risks of eating disorders. • Personal values and assertive communications in relationships. • Tackling domestic abuse and forced marriages. • Human values, human rights and community cohesion. • Challenging extremism and radicalisation. • Exams



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Curriculum Overview Key Stage 5

Year 12	Year 13
<ul style="list-style-type: none">• Understanding healthy relationships with peers and family.• Understanding healthy lifestyles and balanced diets.• Evaluating personal safety and what understanding how to protect oneself.• Understanding parliament and our role in a democratic society.• Evaluating personal skills and qualities.	<ul style="list-style-type: none">• Raising an awareness of the impacts of drugs and alcohol.• Understanding what it meant to live a healthy lifestyle.• Understanding how to lead a health work life balance.• Understanding how to manage finances.



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

To be completed by parents			
Name of child		Class	
Name of parent/Carer		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	



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