



**Meols Cop High School**

# **RELATIONSHIPS AND SEX EDUCATION (RSE) & HEALTH EDUCATION (HE) POLICY**

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Authorised by: Full Governing Board

Headteacher - Mr M Davis



***Brokering Aspirations***

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### 1. Aims

The aims of relationships and sex education (RSE) and Health Education (HE) at Meols Cop High School 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.

#### Our pupils will learn about:

- The different types of relationships that they may encounter, including professional relationships, friendships, family relationships and intimate relationships,
- How to recognise, understand and build healthy relationships based on mutual and self-respect, and how to recognise those relationships which are unhealthy,
- The importance of active consent in relationships,
- Ways in which we can stay safe online and in the real world,
- How to manage conflict within relationships,
- Ways in which they can safeguard themselves from unhealthy relationships, with a focus on bullying and exploitation
- The scientific facts around sexual activity, sexual health and sexuality, set firmly within the context of relationships.

## 2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils as per 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](#).

This policy, and the RSE curriculum, holds due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010,
- DfE (2015) 'National curriculum in England: science programmes of study',
- DfE (2018) 'Keeping children safe in education',
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education',
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 4. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

## 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and during ASPIRE sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

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

Across both Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Relevant laws and legislation

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

## 6. Roles and responsibilities

### 6.1 The governing board

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

### 6.2 The headteacher

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

### 6.3 RSE Leads

The RSE lead is responsible for:

- Overseeing the delivery of RSE and HE.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and HE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and HE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.

- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and HE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

### **6.3 Teaching staff**

All Meols Cop teaching staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and HE in a sensitive way.
- Modelling positive attitudes to RSE and HE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Reporting any concerns regarding the teaching of RSE and HE to the RSE and HE lead or a member of SLT.
- Reporting any safeguarding concerns or disclosures made by pupils as a result of the subject content to the Child Protection team.

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

### **6.4 Pupils**

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

## **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

These non-statutory components include sessions when pupils learn about:

- The choice we all have to delay sex or enjoy intimacy without sex.
- The aspects of health that can be affected by choices they make in sex and relationships, positively and negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Following discussions with the headteacher, the school will respect the parents'/guardians' request to withdraw their child and the school will make arrangements to provide the child with alternative work for the sessions in which the child will be withdrawn.

## **8. Training**

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

The headteacher and RSE and HE lead 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 and HE.

## **9. Monitoring arrangements**

The RSE and HE lead will monitor the delivery of RSE and HE through:

The RSE and HE curriculum and delivery will be monitored through:

- Learning Walks
- Book reviews
- Pupil voice
- Staff voice

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

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### Year 7 PSHE mapping

Week	Term 1 (15 weeks)	Week	Term 2 (11 weeks)	Week	Term 3 (13 weeks)
1	<b>Citizenship:</b> Who am I? What is my identity? How might my identity change over time?	16	<b>Mental wellbeing:</b> How does our time online impact on our mental wellbeing?	28	Careers lesson: unifrog
2		17	<b>Mental wellbeing:</b> What are emotions? How can I best describe my emotions? How do I manage my emotions?	29	Careers lesson: unifrog
3	<b>Citizenship:</b> How does my community and my country affect my identity?	18	<b>Mental wellbeing:</b> What are the signs for mental wellbeing concerns, both mine and that of others? Mental wellbeing tips and further interventions	30	<b>Healthy lifestyles:</b> What are the characteristics and benefits of a healthy lifestyle? Including healthy eating.
4	<b>Citizenship:</b> How has the changing face of Britain affected people's identities over key periods in history?	19	<b>Mental wellbeing:</b> How can I manage my anger?	31	<b>Healthy lifestyles:</b> What are the benefits of exercise on the body and the mind?
5	<b>Relationships:</b> How diverse are family types across the UK? Why is family stability seen as beneficial to society? (LGBTQ+)	20	<b>Mental wellbeing:</b> Self-harm – What is it? What help is there?	32	<b>Healthy lifestyles:</b> How is sport/exercise adapted for people of all abilities? Invictus games, Paralympics, blind football, wheelchair basketball etc.
6	<b>Relationships:</b> What is the link between human relationships and happiness?	21	<b>Drugs awareness:</b> What are drugs? What types of drugs are there? General overview of drugs	33	<b>Citizenship:</b> What are human rights? The Universal Declaration of Human Rights. Why were they created?
7	<b>Relationships:</b> What are the characteristics of safe family relationships?	22	<b>Drugs awareness:</b> Nicotine: How harmful is smoking tobacco? What is the law? What are the benefits of quitting smoking? What support is available?	34	<b>Citizenship:</b> What rights do children have? How does the UK promote these? Are these enforced across the world?
8	<b>Relationships:</b> How important are wider family members, and the wider society when raising a child? What are the roles of a parent or carer in the family?	23	<b>Drugs awareness:</b> Vaping, e-cigarettes and shisha: How harmful are the alternative ways of inhaling nicotine? What is the law around these?	35	<b>Citizenship:</b> How can we work to protect the rights of others? What responsibilities do we have?
9	<b>Relationships:</b> How important are boundaries, privacy and consent in relationships with family and friends? CSE	24	<b>Drugs awareness:</b> Alcohol: What are the short- and long-term risks of drinking alcohol? What are the psychological risks?	36	<b>Financial education:</b> How can we make the most of our money? Budgeting
10	<b>Assessment 1</b>	25	<b>Drugs awareness:</b> Alcohol: How can we reduce the risks of alcohol consumption? What are the safer drinking guidelines?	37	<b>Financial education:</b> What is a current account? How is one used?
11	<b>Changing bodies:</b> What is puberty? What changes will bodies go through? How do our hygiene routines need to change as we hit puberty?	26	<b>Assessment 2</b>	38	<b>Financial education:</b> What methods of saving are there? Why do the banks pay interest on savings?
12	<b>Changing bodies:</b> What is the menstrual cycle? What products are available for use during a period? What impact does puberty have on our brains?	Holidays	Holidays	39	<b>Catch up time – where needed</b>
13	<b>Changing bodies:</b> What impact does puberty have on sexual feelings? What are wet dreams? (LGBTQ+)				
14	<b>Changing bodies:</b> Female Genital Mutilation – what is it? What are the risks?				
15	<b>Mental wellbeing:</b> What is mental wellbeing? How can we maintain positive mental wellbeing? Why is contact with others important?				
	Holidays				

## Year 7 ASPIRE PSHE sessions 2024-25

PSHE week	Lessons	Co-curricular Day – 13 <sup>th</sup> Nov
1 23 <sup>rd</sup> Sept & 30 <sup>th</sup> Sept	<b>Relationships:</b> 1. What do positive and healthy friendships look and feel like? 2. How can we show respect for the differences we all have? 3. How can I manage conflict? What is conflict resolution? 1. How do I end a friendship or relationship?	Trip to Liverpool – Black History Museum, Liverpool Life Museum, Albert Docks <ul style="list-style-type: none"><li>• United in supporting and celebrating each other's beliefs, cultures and personalities.</li><li>• United in taking on new opportunities in and out of school.</li></ul>
2 25 <sup>th</sup> Nov & 2 <sup>nd</sup> Dec	<b>Relationships:</b> 1. What is bullying? What are the different types of bullying? 2. What is the impact of bullying? What can be done about bullying? (Bullying policy) 3. Bullying vs banter 4. Online safety and the use of social media	
3 20 <sup>th</sup> Jan & 27 <sup>th</sup> Jan	<b>Online safety:</b> 1. What opportunities does being online bring? 2. What does it mean to be a digital citizen? What are the responsibilities that we have as digital citizens? 3. What is my digital footprint? 4. How am I expected to behave online? Reporting and blocking others.	
4 5 <sup>th</sup> May & 12 <sup>th</sup> May	<b>Staying healthy:</b> 1. Nicotine addiction and vaping 2. Healthy eating, sleep and exercise recap (breakfasts, energy drinks, benefits on the whole body) 3. Looking after our mental health – self regulation 4. Managing our worries and pressures about the future	
5 9 <sup>th</sup> June & 16 <sup>th</sup> June	<b>Citizenship:</b> 1. What is the purpose of local councils/authorities? What role do they play? 2. What role do I have to play in local democracy? What do councillors do? When can I vote? 3. How is our council tax raised? How is council tax spent? 4. How can I be an active citizen in my community?	

## Year 8 PSHE mapping

Week	Term 1 (15 weeks)	Week	Term 2 (11 weeks)	Week	Term 3 (13 weeks)			
1	<b>Online safety:</b> What differences are there between our online world and the real world? What benefits are there to being online? What risks are there to being online?	16	<b>Citizenship:</b> What are stereotypes? How do they lead to prejudice and discrimination? Equality Act. Include gender stereotypes – why are they unhelpful? (LGBTQ+)	28	<b>Relationships:</b> Introduction to safe sex. What is sex? What risks are there? How can we protect ourselves from the risks?			
2		17	<b>Citizenship:</b> How can we become more respectful? What do we mean by tolerance? British Values	29	<b>Relationships:</b> Safer sex – consent. What is consent? How do we know if someone has consented to sex?			
3	<b>Online safety:</b> How can social media affect our mental wellbeing? What unhealthy comparisons are made when we are online?	18	<b>Citizenship:</b> How does misinformation lead to prejudice and discrimination? E.g., refugee stories in the media	30	<b>Relationships:</b> Safer sex – contraception. How to use a condom. Contraception for people who identify as LGBT+			
4	<b>Online safety:</b> How can we critically analyse the information that we find on the internet?	19	<b>Citizenship:</b> Is Britain a racist country? Institutional racism and overt racism. BLM	31	<b>Relationships/ Online safety:</b> Sexting/sending nudes – what is it? The law? Why do people do it? The risks?			
5	<b>Online safety:</b> What impact does the internet have on society's perceptions of beauty? How does this impact on body image?	20	<b>Citizenship:</b> Hate crimes – protected characteristics, racism, Human Rights etc. What is homophobia? What constitutes as homophobic language? LGBTQ+ rights	32	<b>Relationships:</b> Recognising unsafe relationships. How can we get help for yourself or others? CSE			
6	<b>Online safety and mental wellbeing:</b> How can a negative body image impact on mental wellbeing? Body dysmorphia, overuse of plastic surgery etc. What support is there?	21	<b>Citizenship:</b> What is extremism? How do extremists spread their views online? Religious and right-wing extremism. Stages of grooming.	33	<b>Citizenship:</b> What is the difference between government and parliament? What is an election?			
7	<b>Assessment 1</b>		22	<b>Drugs awareness:</b> Drugs and the law: Classifications, punishments and the impact of a drugs conviction on your life. What impact do drugs have on society? CCE	34	<b>Citizenship:</b> What do the parties stand for? What is an independent candidate? Upon election, what is the role of an MP?		
8	<b>Relationships:</b> What is marriage? What is a civil partnership? What are the differences? Why do people choose to cohabit instead of marry/join in a civil partnership? What are the legal differences?	23	<b>Drugs awareness:</b> What is nitrous oxide? What is the law? What are the effects and risks of inhaling nitrous oxide?	35	<b>Citizenship:</b> What are laws? How are they made? What is the difference between civil and criminal law?			
9	<b>Relationships:</b> What are the differences between arranged and forced marriages? Why should marriage be a choice?	24	<b>Drugs awareness:</b> What is cannabis? What is the law? What are the short- and long-term effects? What are the risks?	36	<b>First aid:</b> What is meant by DR ABC? What is the recovery position and when should it be used?			
10	<b>Relationships:</b> Gender diversity – what does it mean? What support is there? Equality Act 2010 (LGBTQ+) Being an ally with the LGBT+ community.	25	<b>Drugs awareness:</b> Should cannabis be legalised? What are the reasons for and against the debate? What laws do other countries have?	37	<b>First aid:</b> How are scolds, burns and minor injuries treated? How do we help people who are choking?			
11	<b>Financial education:</b> How do I get value for money when buying products? How can I find out what others think about products I want?	26	<b>Assessment 2</b>		38	<b>First aid:</b> How and when do we administer CPR? What is a defibrillator? How is it used? Where might I find one locally?		
12	<b>Financial education:</b> What are consumer rights? How do I protect myself when buying products online?	<b>Holidays</b>			39	<b>Catch up time – where needed</b>		
13	<b>Unifrog:</b> Using Unifrog to explore how interests link to the world of work - <b>Careers lesson: Computer room scheduled.</b>				<b>Holidays</b>			
14	<b>Unifrog:</b> Using unifrog to explore how skills link to the future of work- <b>Careers lesson: Computer room scheduled.</b>				<b>Holidays</b>			
15	<b>Catch up time – where needed</b>							
<b>Holidays</b>								

## Year 8 ASPIRE PSHE sessions 2024-25

PSHE week	Lessons	Co-curricular Day – 13 <sup>th</sup> Nov
1 23 <sup>rd</sup> Sept & 30 <sup>th</sup> Sept	<b>Relationships/ online safety:</b> 1. What is the difference between real life relationships and online ones? 2. How do we maintain a healthy relationship with social media? 3. What is the impact of oversharing online? What boundaries should we put in place for ourselves? 4. What are the risks when online? How can we reduce the risks?	Rights, responsibilities and the law; gang culture and CCE; knife crime; county lines and CCE; Anthony Walker Foundation workshop (anti-racism)
2 25 <sup>th</sup> Nov & 2 <sup>nd</sup> Dec	<b>Mental wellbeing:</b> 1. What steps can we take to improve our mental wellbeing? How can we support other people's mental wellbeing? 2. What strategies can we use to manage our mental wellbeing? 3. How can we manage school life and our wellbeing?	
3 20 <sup>th</sup> Jan & 27 <sup>th</sup> Jan	<b>Healthy lifestyles:</b> 1. What purpose to vaccinations have? What is the HPV vaccine? How do vaccines work? 5. What concerns do people have about vaccines? Where can we go to find trustworthy information about vaccines?	
4 5 <sup>th</sup> May & 12 <sup>th</sup> May	<b>Mental wellbeing and relationships:</b> 1. What impact does bullying have on individuals and those around us? 2. Celebrating diversity – LGBTQ+ icons 3. Celebrating diversity – neurodiversity 2. Celebrating diversity – cultural diversity	
5 9 <sup>th</sup> June & 16 <sup>th</sup> June	<b>Healthy lifestyles:</b> 1. What are the health implications to drinking energy drinks? Sugar and caffeine 2. What is sugar addiction? What impact does sugar have on our bodies? Tips for reducing sugar intake. 1. Eating disorders – what are they and what support is there?	
CAREERS	<b>Unifrog:</b> 1. Using Unifrog to explore your interests. 2. Skills For The Future	

## Year 9 PSHE mapping

Week	Term 1 (15 weeks)	Week	Term 2 (11 weeks)	Week	Term 3 (13 weeks)
1	<b>Relationships:</b> What is bullying? Types of bullying, the school's anti-bullying policy. Discuss racism, transphobia, sexism, online bullying etc. Bullying vs banter. (LGBTQ+)	16	<b>Citizenship:</b> What do the terms 'refugee' and 'asylum seeker' mean? Why do people come to the UK under these titles?	28	<b>Drugs awareness:</b> What is addiction? What types of addictions are more common? What are the chemical and behavioural effects of addiction?
2		17	<b>Citizenship:</b> What support is available for refugees and asylum seekers? Links with the Universal Declaration of HR	29	<b>Drugs awareness:</b> What are the effects of addiction? Physical, psychological and addiction cycles. What is the impact on the individual/society? How can people get help?
3	<b>Relationships:</b> What impact does it have on people in the short and long term? Impact on mental well-being. What can young people do to bring about change? (LGBTQ+)	18	<b>Assessment 1</b>	30	<b>Drugs awareness:</b> MDMA/Ecstasy: What is the law? What are the effects? What are the risks? Reducing the risk. Case studies.
4	<b>Relationships:</b> What are the characteristics of healthy and unhealthy intimate relationships? How can we have good communication in intimate relationships?	19	<b>Relationships:</b> What is meant by 'sexual consent'? What is the law about sexual consent? Why is consent essential?	31	<b>Drugs awareness:</b> Cocaine: What is the law? What are the effects? What are the risks? Reducing the risk. Cocaine farming and the effect on the community.
5	<b>Relationships:</b> What is sexual pressure? Where could it come from? How can sexual pressure be managed?	20	<b>Relationships:</b> Why do people share indecent images online? What is the law about these? What impact does this have? How can we report & stop the sharing of these?	32	<b>Drugs awareness:</b> What does the term 'county lines' mean? How are people recruited? Child criminal exploitation.
6	<b>Relationships:</b> What is the link between sex and health? Benefits, potential negatives, links between first sexual experiences and future sexual health.	21	<b>Relationships:</b> What constitutes sexual harassment, sexual abuse and rape? What is the law about these? What we do to keep ourselves, or others, safe?	33	<b>Assessment 2</b>
7	<b>Relationships:</b> What is meant by 'safe sex'? What are STIs?	22	<b>Relationships:</b> Confronting the realities: What is the data about sexual harassment and abuse? Case studies – Stalking cases	34	<b>Financial education:</b> How can I plan how I spend my money? What is budgeting?
8	<b>Relationships:</b> How do contraception methods protect us? Which methods protect from pregnancy? Which protect us from some STIs?	23	<b>Relationships:</b> Controlling behaviour and coercive control in relationships: What are the signs and stages?	35	<b>Financial education:</b> What are mortgages? What do I need to know about mortgages?
9	<b>Relationships:</b> What choices are available for unwanted pregnancies?	24	<b>Relationships:</b> What is domestic abuse? What are the signs? What help can people get?	36	<b>Financial education:</b> What are loans? What do I need to know about loans? How do loans accrue interest?
10	<b>Online safety:</b> What are the benefits to being online?	25	<b>Relationships:</b> What is honour-based violence? How do agencies in the UK work to reduce HBV?	37	<b>Financial education:</b> What are credit/store cards? What do I need to know about credit/store cards? How do credit/store cards accrue interest?
11	<b>Online safety:</b> What is 'catfishing'?	26	<b>Relationships:</b> What is child sexual exploitation? How are people groomed into sexual exploitation? What is the law? How can we report this?	38	<b>Financial education:</b> What are overdrafts? What do I need to know about overdrafts? How do overdrafts accrue interest?
12	<b>Online safety:</b> Why do people gamble online? What are the risks of online gambling? What are the signs of problem gambling? What help can people get?	<b>Holidays</b>		39	<b>Catch up time – where needed</b>
13	<b>Online safety:</b> What is targeted advertising? How do companies use psychology to get us to spend money?	<b>Holidays</b>			
14	<b>Online safety:</b> What is the role of a social media influencer? What impact do influencers have on us?	<b>Holidays</b>			
15	<b>Catch up time – where needed</b>	<b>Holidays</b>			

## Year 9 ASPIRE PSHE sessions 2024-25

PSHE week	Lessons	Co-curricular Day – 13 <sup>th</sup> Nov
1 23 <sup>rd</sup> Sept & 30 <sup>th</sup> Sept	<b>Healthy lifestyles:</b> 1. Recap – personal hygiene as we get older 2. How can physical activity help improve our physical and mental wellbeing? 3. Vaping and smoking recap: what are the dangers? 1. Sleep and health	Informed consent – sharing indecent images without consent/ image based abuse; unhealthy relationships, sexual abuse and rape, when is consent not consent? CSE, impact of alcohol and drugs, power in relationships; developing assertive skills (including right to withdraw consent).
2 25 <sup>th</sup> Nov & 2 <sup>nd</sup> Dec	<b>Mental wellbeing:</b> 1. What is anxiety? What help can people get when struggling with anxiety? Managing panic attacks 2. What is depression? What help can people get when struggling with depression? 3. What is stress? What help can people get when struggling with stress? 4. How can we maintain positive mental wellbeing?	
3 20 <sup>th</sup> Jan & 27 <sup>th</sup> Jan	<b>Selecting your GCSE options</b>	
4 5 <sup>th</sup> May & 12 <sup>th</sup> May	<b>Mental wellbeing:</b> 1. What stigmas are there around mental wellbeing concerns? How can we break down these stigmas? 2. How can we maintain positive mental wellbeing? How can we manage times of poor mental wellbeing? 3. How can we manage our mental wellbeing when feeling under pressure? 4. What is self-harm? Why do people self-harm? What help can people get when struggling with self-harm?	
5 9 <sup>th</sup> June & 16 <sup>th</sup> June	<b>Staying safe over the summer:</b> 1. What is anti-social behaviour? Fighting included 2. Anti-social behaviour and the law 3. What is the impact of drugs and alcohol on mental wellbeing? 5. The impact of anti-social behaviour on the community.	

## Year 10 ASPIRE PSHE sessions 2024-25

PSHE week	Lessons	Co-curricular Day – 13 <sup>th</sup> Nov
1 23 <sup>rd</sup> Sept & 30 <sup>th</sup> Sept	<b>Citizenship:</b> 1. How diverse is the UK? The changing population in the UK: Demographics and culture 2. Can a changing and diverse society be unified? (LGBTQ+) 3. Equality Act recap 4. Gender equality	Understanding pornography (LGBTQ+) – Sending nudes; What is pornography? Love, porn and relationships; the impact of porn on the developing brain; the dark web and inappropriate content.
2 25 <sup>th</sup> Nov & 2 <sup>nd</sup> Dec	<b>Relationships:</b> 1. What are the characteristics of positive relationships? 2. Coercive control recap 3. How can we manage conflict healthily in a relationship?	
3 20 <sup>th</sup> Jan & 27 <sup>th</sup> Jan	<b>Drugs awareness:</b> 1. Recap: laws, county lines and gangs. 2. Drugs - What harm does it cause to people around the world? The drug supply chain 3. Mental health and drugs 4. What is the impact of drugs and alcohol on decisions about sex?	
4 5 <sup>th</sup> May & 12 <sup>th</sup> May	<b>Citizenship:</b> 1. What is anti-social behaviour? 2. What causes anti-social behaviour? 3. What are the laws about anti-social behaviour? 1. How could we reduce anti-social behaviour in our local community?	
5 9 <sup>th</sup> June & 16 <sup>th</sup> June	<b>Mental wellbeing:</b> 1. How does mental ill-health impact on violence and aggression? What help is there? 2. What are the links between mental health and violent extremism? 4. What impact do problematic interactions online have with our mental wellbeing?	

## Year 11 ASPIRE PSHE sessions 2024-25

PSHE week	Lessons	Co-curricular Day – 13 <sup>th</sup> Nov
1 23 <sup>rd</sup> Sept & 30 <sup>th</sup> Sept	<b>Drugs awareness:</b> 1. What harm can prescription drugs cause? 2. What is GHB? How is it used? What effect does it have? What is the law? 3. What is the impact of drug use on our mental and physical health? 4. What can we do about alcohol and tobacco dependency? How can we seek help?	Careers, CVs, college applications.  <b>Healthy living day:</b> Mental health, self-examination, physical health.
2 25 <sup>th</sup> Nov & 2 <sup>nd</sup> Dec	<b>Relationships:</b> 1. What is fertility? What do we need to know about effective reproduction? (LGBTQ+) 2. What is infertility? What help is accessible for infertility? 1. What alternative ways are there for having a baby? E.g., surrogacy, adoption, IVF etc.	
3 20 <sup>th</sup> Jan & 27 <sup>th</sup> Jan	<b>Healthy lifestyles:</b> 1. Pregnancy: What are the signs? Pregnancy testing and support during pregnancy. 2. How can we stay healthy during pregnancy? 3. What happens during labour? What options are there for labour? 1. What is the menopause? How does the menopause impact on equality?	
4 5 <sup>th</sup> May & 12 <sup>th</sup> May	<b>Mental wellbeing and mocks:</b> 2. Maintaining positive mental health. 3. How can I best cope with exam stress? 4. Organising myself around exam periods 1. What tips and support are there for reducing anxiety, stress and panic?	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing*</li> <li>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex*</li> <li>The facts about the full range of contraceptive choices, efficacy and options available</li> <li>The facts around pregnancy including miscarriage</li> <li>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

\* Highlighted statements of learning indicate the non-statutory elements that parents/guardians have the right to withdraw their child from, up and until 3 terms before the child turns 16.

### Appendix 3: Parent/Guardian form: withdrawal from sex education within RSE

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

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