RHSE Policy including Relationships Education, Health Education and Sex Education

Date Adopted: July 2020, Cabot Learning Federation
Implementation Date: 1st September 2020
Review Date: July 2025

Local Review: BBA Academy Council
Date: July 2024

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g., Whole Document	Detail of change	Reason for change
14 July 2020	Whole Document	Creation of Policy	In line with new RHSE legislation 2020.
October 2020	Appendices and updates	Consultation with families – during Term 1 2020	Updates to reflect the consultation
November 2021	Minor edits and EQIA	Reflecting feedback from BBA consultation and other local academy feedback.	Updates to reflect the consultation as part of annual review cycle **Referencing the guidance relating to three terms before leaving students need the content.**
October 2022	Minor edits only Appendix 3	Reflecting updated statutory documents including Keeping Children Safe in Education and updated policy documents. Update to BBA curriculum overview	Update for annual review
October 2023	Minor edits only	Update to BBA curriculum overview	- Reflection on student cohort - Change to legal age of marriage to 18 years old
July 2024	Whole Document	Annual review	

Policy Equality Impact Screening

Date of screening: March 2023						
Name of person completing screening: Jen Cusack						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age	X		X			
Disability	X					
Gender Reassignment	X		X			
Race or Ethnicity	X		X			
Religion or Belief	X		X			
Marriage	X		X			
Pregnancy/ Maternity	X		X			
Sex	X		X			
Sexual Orientation	X		X			
Carers / in-care	X		X			

Should the policy have a Full Equalities Impact Assessment? No

Age & disability – the content delivered will be age appropriate and in a sensitive manner.

Gender reassignment – the content delivered will be age appropriate and in a sensitive manner.

Race, ethnicity, religion & belief – the content delivered will be age appropriate and will be delivered factually and sensitively.

Marriage - the content delivered will be age appropriate and in a sensitive manner.

Pregnancy / maternity - the content delivered will be age appropriate and in a sensitive manner.

Sex - the content delivered will be age appropriate and in a sensitive manner.

Sexual orientation - the content delivered will be age appropriate and in a sensitive manner.

Carers / in care - the content delivered will be age appropriate and in a sensitive manner.

Contents

1   Introduction

1.1   All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

1.2   An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen here. **This became active from September 2020.**

1.3   **This policy is also underpinned by a range of other legislation and guidance – please see appendix 1 for a full list and links to the additional documentation.**

2   Aims

2.1   The aims of the policy are:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, and to make sense and meaning of themselves and their world, to gain a sense of self, sense of place and develop self-agency to enable them to make positive choices in life and their community.

- To enable pupils to be healthy, safe and informed young people, who can make positive life choices and prepare for the physical and emotional changes they will encounter as they grown into young adults.

2.2   Pupils take part in a variety of learning opportunities across and beyond the curriculum, contributing fully to the life of their school and communities and being active citizens. In doing so they learn to recognise their own worth, work well with others, and form positive relationships, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They become aware of their own feelings and the feelings of others. They also develop their own opinions and values, and recognise that the opinions and values of others may be different from theirs.

2.3   They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2.4   The Cabot Learning Federation is committed to, recognises, and celebrates diversity and intersectionality, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all

we do. In relation to the enactment of this policy, this commitment and celebration of diversity will include:

- Develop an understanding of, recognise and respect a range of family groups, including marriage, civil partnerships including same sex relationships, long term partnerships, single parent families and fostered and adopted families.

- Respect our culturally and socially diverse communities and challenge any prejudice and discrimination when it occurs, in line with our HEART values across the trust.

- Understand the democratic process that protects individual liberty.

2.5 At BBA we choose to deliver Personal, Social, Health Education using PSHE Association Framework and other resources and source materials.

2.5.1 The PSHE Association framework covers all areas of PSHE for the secondary, as the table below shows:

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and Aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices and different types and patterns of work	**Discrimination** Discrimination in all its forms, including racism religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, sexting and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability and gambling hooks. Addressing reasons advertising exists and the issues of how young people can be deceived
9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes.	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability Skills** **Employability and online presence.** Awareness of own digital footprint and how this can impact employment
10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges., including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Work experience** Preparation for and evaluation of work experience and readiness For work
11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

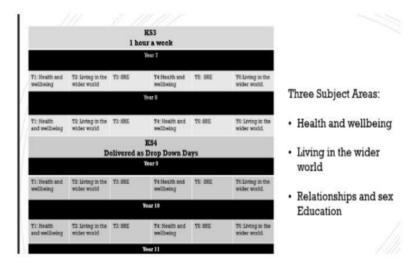**3   Relationship and Sex Education (Relationships, Health and Sex Education)**

3.1   Definition:

3.1.1   From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

3.1.2   Effective Relationships, Health and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

3.2   Compulsory aspects of Relationships, Sex and Health Education.

   3.2.1 End of secondary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). These are available in Appendix 1.

3.2.2   The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)

- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

3.2.3   RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RHSE is an important part of Personal, Social, Health Education (PSHE) (DfE, 2014).

- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

3.2.4 RHSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

3.3   The role of the Principal, Academy Council and CLF Board

3.3.1 It is the responsibility of the CLF board to ensure that as well as fulfilling their legal obligations, the boards should also make sure that:

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

3.3.2 The Principal liaises with external agencies regarding the school RHSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Academy Council, when requested, on the effectiveness of the policy. Parents have been consulted on the RHSE policy into practice and provision and have the opportunity to express their views.

3.4   Equalities

3.4.1 The Equality Act 2010 determines the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination, and in a way which supports a clear understanding of the protected characteristics under the Equalities Act 2010. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including, when thinking specifically about Relationships, those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

3.4.2 Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their

duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

3.4.3 "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

3.5 Withdrawal from Relationship and Sex Education lessons

3.5.1 Parents/carers have the right to withdraw their children from Sex Education provided at school **except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education**. Those parents/carers wishing to exercise this right are invited in to see the Principal in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Withdrawal will be monitored across the trust to enable us to work positively and proactively with families and community groups. Once a child has been withdrawn they cannot take part in the **specific sex education lessons (this does not include the science lessons)** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).**

3.6 Working with parents and carers

3.6.1 The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex, health and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

4   Health Education including substance education, mental health education and safety education

4.1   Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. Safer online awareness through the curriculum – in the CLF RSHE curriculum content, children are given the opportunity to learn about how to keep themselves and others safe online. Proactive and preventative curriculum content which addresses contextual safeguarding risks is planned in through clear and regular communications within Safeguarding and Leadership teams. Within the CLF Safeguarding policy 2022, there is an expectation that the Designated Safeguarding Lead works alongside the SLT and teaching teams to develop an effective and proactive culture of safeguarding across the Academy, including links to Online Safety, Relationship, health and sex education and PSHE.

4.2   Moral and Values Framework

4.2.1   The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

4.2.2   For those Academies not using Jigsaw, the content needs to be in-line with legislation and take into account guidance, including the PSHE Association framework.

4.2.3   An example may look like the following overview:

Three Subject Areas:

- Health and wellbeing

- Living in the wider world

- Relationships and sex Education

4.3   Differentiation/SEND

4.3.1 As will all subjects, teachers will need to tailor each lesson to meet the needs of the children in their class.

4.3.2 They will consider:

- How the needs of particular pupils will be met
- How provision is inclusive of all pupils and consistent with the Equality Act

4.4   Safeguarding

The school has a separate Safeguarding and Child Protection Policy. RHSE, Online Safety, PSHE - all play an important part in helping children to understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it. Effective RSE may bring about disclosures of child protection issues and staff are fully aware of the procedures for reporting their concerns. Safeguarding through the curriculum is an essential aspect of the enactment of this policy. Children are taught about how to stay safe online, through both the RSHE and the computing curriculum, in addition to the broader PSHE curriculum.

4.4.1 Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

4.5   Monitoring and evaluation

4.5.1 The RHSE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

4.5.2 Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

4.6   External contributors

4.6.1 External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the RHSE and PSHE curriculum. Their input is carefully planned and monitored so as to fit into and complement the learning.

4.6.2 Teachers/leaders are always be present during these sessions and remain responsible for the delivery of the RHSE programme.

Appendix 1 - DfE Expectations

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

 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:

Respectful relationships, including friendships   Pupils should know

• 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.

Online and media

Pupils should know:

• 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

Pupils should know

- 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).

Intimate and sexual relationships, including sexual health

Pupils should know

• 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 and menopause.

• 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.

Mental wellbeing Pupils should know

• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

• that happiness is linked to being connected to others.

• how to recognise the early signs of mental wellbeing concerns.

• common types of mental ill health (e.g. anxiety and depression) and strategies on how to deal with them and find support.

• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms Pupils should know

• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising

• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

• about the science relating to blood, organ and stem cell donation.

Healthy Eating

• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco Pupils should know

• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

• the law relating to the supply and possession of illegal substances.

• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

• the physical and psychological consequences of addiction, including alcohol dependency.

• awareness of the dangers of drugs which are prescribed but still present serious health risks.

• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention Pupils should know

• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

• (late secondary) the benefits of regular self-examination and screening.

• the facts and science relating to immunisation and vaccination.

• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid Pupils should know

• basic treatment for common injuries.

• life-saving skills, including how to administer CPR.15

• the purpose of defibrillators and when one might be needed. Changing adolescent body Pupils should know

• key facts about puberty, the changing adolescent body and menstrual wellbeing.

• the main changes which take place in males and females, and the implications for emotional and physical health.

Since September 2020 parents can only opt to withdraw their child from <u>sex</u> education elements of RSHE (<u>not</u> relationship elements), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school must make arrangements to provide the child with sex education during one of those terms.

Appendix 2 – Legislation and Guidance

<u>**Legislation:**</u>

- Education (Independent School Standards) Regulations 2014;

- Where relevant for a particular school: *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)

- Education and Skills Act 2008

- Education Act 2002

- Children Act 1989 (where relevant for a school within the Federation)

- Childcare Act 2006 (where relevant for a school within the Federation)

- Equality Act 2010

- Children and Families Act 2014

- Children and Social Work Act 2017

- Data Protection Act 2018 and General Data Protection Regulation (GDPR)

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Smoke-free (Premises and Enforcement) Regulations 2006

<u>**Guidance**</u>

- [DfE Relationships education, relationships and sex education and health education](#) (DfE, June 2019)

- [Keeping Children Safe in Education](#), (DfE, September 2023) (**KCSIE**) (*please note that this is due to be updated before September*)

- [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018)

- [Sexting in schools and colleges: responding to incidents and safeguarding young people](#) (UK Council for Child Internet Safety, August 2016)

- [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, April 2016);

- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018);

- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)

- [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft

Relationships education and relationships and sex education (RSE) and health education guidance

- [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)

- [DfE guidance on Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#) (DfE, 2014)

- [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education

- [Testing for substance misuse in schools](#) (Medical Officers of Schools Association, October 2015);

- [DfE and ACPO drug advice for schools](#) (Department for Education and Association of Chief Police Officers, September 2012)

- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)

- [Drug penalties guidance](#) (Gov.uk)

Appendix 3: PSHE Association model

At BBA we use their programme builder for our curriculum. Individual lesson plans are provided to teachers to ensure consistency across the curriculum.

The curriculum overview can be found below:

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	• how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid
Autumn 2 Living in the wider world	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices
Spring 1 Relationships	**Diversity** Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	• about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
Spring 2 Health & wellbeing	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol

	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	• how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support
Summer 1 **Relationships**	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries **PoS refs: H1, R2, R9, R11, R13, R14, R16, R24**	• how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
Summer 2 **Living in the wider world**	**Financial decision making** Saving, borrowing, budgeting and making financial choices **PoS refs: H32, L15, L16, L17, L18**	• how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour

YEAR 8 — MEDIUM–TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	• about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
Autumn 2 Living in the wider world	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices
Spring 1 Relationships	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	• how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination

Spring 2 Health & wellbeing	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	• about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies
Summer 1 Relationships	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
Summer 2 Living in the wider world	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	• about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Peer influence, substance use and gangs** **Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation** PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	• how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Autumn 2 Living in the wider world	**Setting goals** **Learning strengths, career options and goal setting as part of the GCSE options process** PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
Spring 1 Relationships	**Respectful relationships** **Families and parenting, healthy relationships, conflict resolution, and relationship changes** PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services

	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination
Summer 1 Relationships	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
Summer 2 Living in the wider world	**Employability skills** Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	• about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	• how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
Autumn 2 Living in the wider world	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	• how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
Spring 1 Relationships	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	• about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
Spring 2 Health & wellbeing	**Exploring influence** The influence and impact of drugs, gangs, role models and the media **PoS refs: H19, H20, H21, R20, R35, R36, R37**	• about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
Summer 1 Relationships	**Addressing extremism and radicalisation** Community cohesion and challenging extremism **PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29**	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
Summer 2 Living in the wider world	**Work experience** Preparation for and evaluation of work experience and readiness for work **PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23**	• how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience

YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	**Building for the future** Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	• how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online
Autumn 2 Living in the wider world	**Next steps** Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	• how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
Spring 1 Relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	• about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support
Spring 2 **Health & wellbeing**	**Independence** **Responsible health choices, and safety in independent contexts** PoS refs: **H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24**	• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation
Summer 1 **Relationships**	**Families** **Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships** PoS refs: **H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33**	• about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support