



# **Relationships & Sex Education in Secondary Education (Statutory)**

Approved: Summer 2023

Date of Next Review: Summer 2026

## **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

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### 1. Aims

The aims of relationships and sex education (RSE) at The Roseland Multi Academy Trust schools are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

### 2. Statutory Requirements

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our Funding Agreement to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. We must also have regard to our legal duties set out in Section 406 and 407 of the Education Act 1996 and part 6, chapter 1 of the Equality Act 2010.

Our secondary schools provide RSE to all students as per Section 34 of the Children and Social Work Act 2017.

At The Roseland Academy, Treviglas Academy and Falmouth School we teach RSE as set out in this policy. Please also see our Funding Agreement and Articles of Association for further information.

### 3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all Trust staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to forward their views and comments on the policy.

4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

#### **4. Definition**

RSE is about the emotional, social and cultural development of students, 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.

#### **5. Curriculum**

Our curriculums are 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, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online. We ensure RSE fosters gender equality and LGBT+ equality by discussing a broad range of relationships to reflect the society in which we live.

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

#### **6. Delivery of RSE**

Within our secondary schools, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Ethics & Philosophy education. Students also receive stand-alone sex education sessions delivered by a trained health professional such as a School Nurse, Education and Wellbeing Specialists from Brook or Barnardos. Each secondary school is an Operation Encompass school and works in partnership with Devon & Cornwall Police to educate and empower young people with knowledge around healthy relationships. Our designated teachers for Children in Care and SENDCo are able to deliver bespoke education sessions for students with personal, educational or health needs when necessary.

In our secondary schools, 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.

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

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).

#### **Use of external organisations and materials**

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate.
  - Are in line with pupils' developmental stage.
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - What they're going to say.
  - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

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

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

## **7. Roles and responsibilities**

### **7.1 The Trust Board**

The Trust Board will approve the RSE policy, and hold the Headteachers to account for its implementation.

### **7.2 Headteachers**

Each Headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see Section 8).

### **7.3 Staff**

Staff are responsible for:

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

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

The Roseland Academy - The Lead Teacher for RSE and PSHE is Holly Filkins.

Treviglas Academy - The Lead for RSE is Jon Tamlyn.

Falmouth School – The Lead for RSE is Ben Christophers.

#### **7.4 Students**

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

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

Parents of children in our primary schools do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

Parents of children in our secondary schools have the right to withdraw their children from the non-statutory/non-science 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 relevant school will arrange this.

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

A copy of withdrawal requests will be placed in the student's educational record. The relevant Headteacher will discuss the request with parents and take appropriate action.

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

#### **9. Training**

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

Each Headteacher 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.

#### **10. Monitoring arrangements**

Within our secondary schools the delivery of RSE is monitored through:

Learning Walks during PSHE and science lessons.

- PSHE and science work scrutiny.
- Student Voice Surveys – including The Wellbeing Measurement Framework with HeadStart Kernow.
- Thoughtful planning and delivery of PSHE sessions.

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

## Appendix 1a: Curriculum Map (The Roseland Academy)

Year 7	Autumn 1	<p><b>Welcome to The Roseland</b> Students will learn/develop:</p> <ul style="list-style-type: none"> <li>• an understanding and appreciation of the Roseland Cultures</li> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• who are you and who is your community</li> <li>• how to establish and manage friendships</li> <li>• how to identify personal strengths and areas for development</li> <li>• how to identify future career aspirations and the link between values and career choices</li> </ul>	<p>Various PSHE Association resources used throughout the programme</p> <ul style="list-style-type: none"> <li>• NSPCC Making sense of relationships</li> <li>• Public Health England: Forming positive relationships lesson plan pack</li> <li>• Police input: Online safety</li> <li>• CyberFirst: National Cyber Security Centre resources</li> <li>• PSHE Association alcohol, caffeine, smoking a vape resource</li> </ul>
	Autumn 2	<p><b>Keeping yourself safe on and off line</b> Students will learn/develop:</p> <ul style="list-style-type: none"> <li>• how to keep safe online</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• about the over-consumption of energy drinks</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>	
	Spring 1	<p><b>Celebrating diversity</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> <li>• about FGM and how to access help and support</li> </ul>	
	Spring 2	<p><b>What is puberty?</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> </ul>	

	Summer 1	<ul style="list-style-type: none"> <li>• assertive consent- how to recognise and respond to inappropriate and unwanted contact</li> </ul> <p><b>Positive relationships</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate</li> <li>• consent</li> </ul>	
Year 8	Autumn 2	<p><b>Drugs and alcohol misuse, external pressures</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about the relationship between habit and dependence</li> <li>• about county lines and who is at risk</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• about the risks of ‘sexting’ and how to manage requests or pressure to send an image</li> </ul>	<ul style="list-style-type: none"> <li>• Equality and Human rights commission teaching resources</li> <li>• Equaliteach: Outside the box teaching resources</li> </ul>
Spring 1	<p><b>Discrimination</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> </ul>		
Spring 2	<p><b>Emotional wellbeing</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing and how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies</li> <li>• about healthy coping strategies and stress management</li> <li>• about child sexual exploitation</li> <li>• supporting others in relationships</li> </ul>		

	Summer 1	<p><b>Identity and relationships</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about basic forms of contraception, e.g. condom and pill</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> </ul>	
Year 9	Autumn 2	<p><b>Peer influence, substance abuse, gangs</b></p> <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<ul style="list-style-type: none"> <li>• Police Input: Drugs, County Lines and the law</li> </ul>
	Spring 1	<p><b>Sex and the Law</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about consent and the legal implications of sexual activity</li> <li>• how to keep themselves safe and assertive consent</li> <li>• about the danger and laws surrounding FGM</li> <li>• about physical and emotional impacts of sexual activity</li> <li>• about perceptions versus reality surround sex</li> <li>• how to assess whether a relationship is functioning positively</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Barnardos Healthy Relationships Programme</li> </ul>
	Spring 2	<p><b>Body confidence, physical and emotional wellbeing</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• acknowledging the impact media can have on wellbeing</li> <li>• how to manage influences on body image</li> <li>• about HBT bullying</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> <li>• peer relationships and perceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Brook: STIs and local services</li> <li>• Brook Clinic resources on contraception and sexually transmitted infections</li> </ul>
	Summer 1	<p><b>STIs and contraception</b></p> <p>Students will learn:</p>	



	Summer 2	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• different forms of contraception</li> <li>• school services</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> </ul> <p><b>Families, parenting and relationship changes</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	
Year 10	Autumn 2	<p><b>Violence crimes and seeking safety</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about communities, inclusion, respect and belonging</li> <li>• about the quality Act, diversity and values</li> <li>• personal safety and anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Police input: ASB and personal safety</li> </ul>
	Spring 1	<p><b>Extremism</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	
	Spring 2	<p><b>Mental Health</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> </ul>	

	Summer 1	<ul style="list-style-type: none"> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> <li>• challenging relationship roles and stereotypes</li> <li>• impact of stereotypes within relationships</li> </ul> <p><b>Healthy relationships</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	<ul style="list-style-type: none"> <li>• Kooth: male mental health and the impact of misogyny on young men</li> <li>• Brook: Impact on pornography on relationships</li> </ul>
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Year 11	Autumn 2	<p><b>Staying safe</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• how psychoactive substances can impact wellbeing</li> <li>• how to manage peer pressure associated with drugs misuse</li> <li>• the dangerous consequences of experimenting with drugs</li> <li>• how drugs are trafficked globally</li> <li>• what addiction is</li> <li>• about support services for young people and adults in relation to drug and alcohol abuse</li> </ul>	
	Spring 1	<p><b>Sexual healthy and relationships</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• recap content on STIs and services to support</li> <li>• how to access contraception</li> <li>• about fertility and what impacts it</li> </ul>	<ul style="list-style-type: none"> <li>• C-card condom distribution scheme</li> </ul>
	Spring 2	<p><b>Families</b> Students will learn:</p> <ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> </ul>	<ul style="list-style-type: none"> <li>• Underage and pregnant BBC teaching resource</li> </ul>

		<ul style="list-style-type: none"> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association Family Resources</li> </ul>
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## Appendix 1b: Curriculum Map (Treviglas Academy)

Year 7	Autumn	<p><b>Friendships &amp; Online Friendships</b> Pupils will know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	ThinkUknow
	Spring	<p><b>Healthy Friendships and Relationships</b> Pupils will know: The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, and the management of conflict, reconciliation and ending relationships.</p>	EC resources
		<p><b>Discrimination and Prejudice</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. 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.</p>	EC resources
	Summer	<p><b>Our Bodies and our Rights</b> Pupils will know: The concepts of, and laws relating to, FGM.</p>	Forward UK Freedom Charity
Year 8	Autumn	<p><b>Online Risks</b> Pupils will know: Not to provide materials 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. How information and data is generated, collected, shared and used online</p>	EC Resources
	Spring	<p><b>Roles and Relationships</b> Pupils will know: That there are different types of committed, stable relationships. What marriage is, including their legal status. The characteristic and legal status of other types of long-term relationships. The roles and responsibilities of parents with respect to raising of children.</p>	EC Resources

	Summer	<p><b>Conflict and Conflict Resolution</b> Pupils will know: How these relationships might contribute to human happiness and their importance for bringing up children. How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend or other relationship is unsafe; and how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>The Power of Love</b> Pupils will 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.</p> <p><b>Online Risks – Being Healthy Online</b> Pupils will know: the concepts of, and laws relating to grooming. What to do and where to get support to report material or manage issues online. The concepts of, and laws relating to grooming and how these can affect current and future relationships.</p> <p><b>Bullying</b> Pupils will know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help. Their rights, responsibilities and opportunities online.</p> <p><b>Equality and Diversity – Racism</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they might normalise non-consensual behaviour or encourage prejudice). 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.</p>	<p>EC Resources</p> <p>EC Resources</p> <p>Murray Nelson PREVENT</p> <p>EC Resources</p> <p>EC Resources</p>
Year 9	Autumn	<p><b>Online Risks</b> Pupils will 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.</p>	<p>EC resources</p>
	Spring	<p><b>A Sense of Identity</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they</p>	<p>Rise Above</p>

	Summer	<p>might normalise non-consensual behaviour or encourage prejudice).</p> <p><b>Equality and Diversity – Homophobia</b> Pupils will know: How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. How they might normalise non-consensual behaviour or encourage prejudice). The legal rights and responsibilities regarding Homophobia.</p> <p><b>The Media and our Relationships</b> Pupils will know: How the Media presents 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. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,</p> <p><b>Consent</b> Pupils will know: The characteristics of positive and healthy friendships. 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. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Peer Pressure</b> Pupils should know: About different types of bullying (including cyberbullying), the impact of bullying responsibilities of bystanders to report bullying and how and where to get help.</p>	<p>EC resources</p> <p>In conjunction with BROOK sessions and Barnardos</p> <p>In conjunction with BROOK sessions and Barnardos</p> <p>EC resources</p>
Year 10	Spring	<p><b>Marriage and Relationships</b> Pupils will know: What marriage is, including their legal status, eg. That marriage carries legal rights and protections not available to couple who are cohabiting or who have married, for example, in an unregistered religious ceremony. Pupils will know: The concepts of, and laws relating to forced marriage.</p> <p><b>Making decisions about sex</b> Pupils will know: The characteristics of positive and healthy intimacy. That they have a choice to delay sex or to enjoy intimacy without sex. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>	<p>PSHE Association Family Life Resources</p> <p>In conjunction with Brook C-card scheme resources</p>

	Summer	<p><b>Contraception</b> Pupils will know: The facts about the full range of contraceptive choices. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p><b>Pornography and Relationships</b> Pupils will know: The impact of viewing harmful content. That specifically sexually explicit material eg. 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.</p> <p><b>STIs</b> Pupils will know: 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.</p>	<p>EC Resources in conjunction with Brook</p> <p>EC Resources in conjunction with Brook</p> <p>EC Resources in conjunction with Brook</p>
Year 11	Spring	<p><b>Fertility and Reproductive Health</b> Pupils will know: The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility of men and women and menopause. How to get further advice, including how and where to access confidential advice and treatment.</p> <p><b>Teenage Pregnancy</b> Pupils will know: The facts about 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).</p> <p><b>Violence, Abuse and Sexual Exploitation</b> Pupils will know: 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.</p>	<p>EC Resources</p> <p>PSHE Association Family Resources</p> <p>EC Resources AND CEOP Exploited Resources</p>
	Summer	<p><b>Risky Behaviour Alcohol and Drugs</b> Pupils will know: How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>Sex and the law</b> Pupils will know: The concepts of, and laws relating to, honour-based violence and how these can affect current and future relationships.</p>	<p>CEOP Exploited Resources</p> <p>Brook YZUP resources</p>

## Appendix 1c: Curriculum Map (Falmouth School)

Year 7	Term 1	<b>Health and Wellbeing:</b> How can we look after ourselves and others in an emergency? Personal safety and first aid.	EC Publishing
Year 7	Term 1 and 2	<b>Relationships (SRE):</b> Keeping good friendships and avoiding toxic ones. Bullying or banter? Why do people bully others and how can we help stop this? What is cyberbullying? Why do people bully online? How do we keep safe and positive relationships (on and off-line)?	EC Publishing
Year 7	Term 3	<b>Health and Wellbeing:</b> What do we mean by a healthy lifestyle? Health introduction. How can I keep healthy? Food groups, diet and nutrition. Eating responsibly – Food labels and health hazards. Not eating healthily - what are the consequences? What’s the big deal about energy drinks?	EC Publishing
Year 7	Term 2	<b>Relationships (SRE):</b> Family relationships – the different types and why we don’t always get along. Love and relationships – falling in love and dealing with new feelings. Domestic conflict – why do people run away from home and why is this so dangerous? What are domestic violence and abusive relationships?	EC Publishing
Year 7	Science	Puberty – What Happens, when, and why. Periods – What happens, when, and why?	
Year 8	Term 1	<b>Relationships (SRE):</b> What is my personal identity and why is diversity important? Extremism – why does radicalisation happen and how does it challenge our values?	EC Publishing
Year 7	ICT	What is sexting and why is it so risky to send personal images? Social Media and Self-Esteem. Internet Safety – the dangers of excessive screen time. Online Gaming. Why is our digital footprint important?	
Year 8	Term 1	<b>Health and Wellbeing:</b> Personal development and target setting – how can I improve my skills and behaviour? How can self-confidence boost our achievement? How can I manage my behaviour to achieve targets and goals? Emotional literacy – why is self-awareness in our actions towards others so important?	EC Publishing
Year 8	Term 3	<b>Health and Wellbeing:</b> Healthy Living – exercise and keeping active. The dangers of cigarettes and alcohol. How can we prevent radicalisation and recognise the signs of extremism? What are the short and long-term consequences of excess alcohol drinking?	EC Publishing



	Term 1	<b>Relationships (SRE):</b> Who are the extremist groups and why are they so dangerous? Where does extremism come from? How do religious extremists attract converts? Islamophobia – do Muslims really want Sharia Law in Britain?	
Year 8	Term 1 Term 2	<b>Health and Wellbeing:</b> How can we manage our anger? <b>Relationships (SRE):</b> Stereotyping, discrimination and prejudice. Religion focus.	EC Publishing
Year 8	Term 3	<b>Relationships (SRE):</b> How can British Values teach us tolerance and respect for others? Can we respect and celebrate British values and the religion and culture of our choice?	EC Publishing
Year 8	Term 3	Cancer Awareness and Healthy Living	
Year 8	Science	Puberty – What Happens, when, and why. Periods – What happens, when, and why?	
Year 8	ICT	What is sexting and why is it so risky to send personal images? Social Media and Self-Esteem. Internet Safety – the dangers of excessive screen time. Online Gaming. Why is our digital footprint important?	
Year 9	Term 2	Relationships (SRE): How can we manage conflict successfully? What are forced and arranged marriages and what do we need to know? Harassment and Stalking - What are these things and what does the law say about it? Revenge Porn - What is this and how can we prevent ourselves from being victims? Do we have healthy or unhealthy relationships with our role models?	EC Publishing
Year 9	Science	Cancer Awareness. How do we have safe sex and use different forms of contraception? How do we keep good sexual health and avoid STIs? Responsible health choices – blood donation, stem cells, vaccinations.	
Year 9	Term 2	<b>Relationships (SRE):</b> What is pornography and why can it be dangerous?	
Year 9	Term 2	<b>Relationships (SRE):</b> What are forced and arranged marriages and what do we need to know? How can we manage conflict successfully? Revenge Porn – what is this and how can we prevent ourselves from being victims? Do we have healthy or unhealthy relationships with our role models? Harassment and stalking – what are these things and what does the law say about it?	
Year 9	RE	Relationship Break Ups	
Year 10	Term 2	<b>Health and Wellbeing:</b> How can we manage our time effectively to help us succeed? Can tattoos and piercings	

		be dangerous? Why do some people become homeless and why is homelessness on the increase? What are hate crimes and why do these still happen? What is binge drinking, what are the risks and why do people still do it?	
Year 10	Term 2	<b>Relationships (SRE):</b> Modern communities and relationships. Same sex relationships. Gender and Trans identity. What is community cohesion and why is this important? Why do sexism, gender, prejudice and stereotypes still exist? Parenting- The different types and styles of looking after a child	
Year 10	Term 3	<b>Health and Wellbeing:</b> Why do people take illegal drugs and what does the law say about drug use? What are the short and long-term consequences of excess alcohol drinking?	
Year 10	Science	Responsible health choices – blood donation, stem cells, vaccinations. Fertility and reproductive health issues.	
Year 10	RE	Relationship Break Ups	
Year 11	Term 1	<b>Health and Wellbeing:</b> How can we manage the stress of school and exams? Mental health – how can I deal with and manage anxiety? How can we manage social anxiety? Why is PSHE so important? Perseverance and Procrastination. Why do we need sleep and how does sleep deprivation affect us?	
Year 11	Term 3	<b>Health and Wellbeing:</b> How can we take steps to live more sustainably? (carbon footprint). Privilege – How does this affect us all? How can we celebrate diversity and our identities?	
Year 11	Term 2	<b>Health and Wellbeing:</b> Personal Safety in the Wider World.	
Barnardo's	9	Healthy relationships program.	Barnardo's
YZUP	9 & 10	Alcohol and drug use/misuse.	YZUP
Brook	9	Introducing sex.	Brook
Kernow Positive Support	10	Understanding of HIV/AIDS including stigma and discrimination.	Kernow Positive Support
Brook	10	Pornography and on-line resilience.	Brook

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

<p>Families</p>	<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 eg 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>
<p>Respectful relationships, including friendships</p>	<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 (eg 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>

<p>Online and media</p>	<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 eg 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>
<p>Being safe</p>	<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>
<p>Intimate and sexual relationships, including sexual health</p>	<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>

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

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

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