

## **Introduction**

This policy covers Rochester Independent College's whole-school approach to Relationships and Sex Education (RSE).

Our overarching aims and objectives are to promote wellbeing and support both the academic and personal development of our students, creating an environment where students feel comfortable in their RSE/PSHE education and where they can progress both as learners and in their character development. We believe that RSE is vital for the personal, social and emotional development of our students. It supports the pastoral programme 'ME AT RIC' - Mindfulness, Engagement, Aspiration, Teamwork, Respect, Inspiration, Creativity.

RSE equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence. As part of the College ethos, we foster respect, challenge prejudice and develop imaginative and informed attitudes whilst developing students who are able to think critically, creatively and independently. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebrating difference.

## **Legislation (statutory regulations and guidance)**

This information complies with our statutory obligations to deliver RSE under section 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationship Education Relationship and Sex Education and Health Education Guidance and other relevant guidance.

Documents that inform the school's RSE policy include:

RSE and Health Education (2019, updated 2021)

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our website.

### **Definition of relationships and sex education (from the Sex Education Forum)**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships, including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

### **Curriculum**

RSE is delivered primarily through Personal, Social, Health and Citizenship Education (PSHE) and Science lessons. Science will teach about conception and some elements of contraception; PSHE will explore what lifestyle choices young people may wish to make and, having made those choices, what language, strategies and skills they need to stay healthy and safe. Links will be made with the ICT curriculum so that students recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. The risks and the law related to sharing and downloading images, and information regarding safe ways of sharing information, social networking, online dating and sharing images will be discussed. Aspects of relationships within a moral and ethical framework may be covered in other subjects.

RSE at the College follows the Jigsaw programme of study and is led and delivered by the Head of PSHE, RSE and Careers, Mark Young, supported by the pastoral team. Those with responsibility for delivering RSE undergo training from the PSHE Association. The RSE programme meets the learning objectives and content outlined in the Relationships Education, Relationships and Sex Education and Health Education Guidance. We also use further resources such as PSHE Association lessons. Our RSE/PSHE education takes place as weekly one-hour lessons for each year group and is provided as a spiral programme, following the Jigsaw map. The schemes of work for Years 7–11 are based on the Jigsaw programme of study. Resources are also obtained from sources such as the *Think you Know* and *NSPCC* websites and the government-accredited PSHE Association, of which the College is a member. When planning for this subject we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014. We are also mindful of the religious and cultural backgrounds of our students when planning and teaching RSE. The content is delivered at the appropriate age and development stage, taking into account the needs of those students with SEND. When we consider it appropriate to teach students about LGBT, we ensure that this content is fully integrated into the programmes of study for this area of the curriculum rather than a standalone unit or lesson so that all students are taught LGBT content as part of the curriculum.

We synchronise studies of some topics between year groups to encourage contemplative communication out of lessons. Around these coordinated schedules, teachers incorporate topics appropriate to the skills, interests, age group, dynamics and requirements of their class. It is important that RSE/PSHE remains immediately relevant, proactively addressing issues in a timely way

and informed by the student voice and participation, in order to truly support the wellbeing and personal development of our students and respond to issues as they emerge in the student environment and wider community.

Our RSE/PSHE education provision is mapped and planned effectively to provide a learning experience into a series of recurring themes, each lasting around half a term, which students experience every year. At each encounter, the level of demand increases and learning is progressively deepened. Our provision is further enriched by school trips, learning and activities within the community and guest speakers. External speakers are brought in where appropriate to deliver aspects of the programme and are checked according to our Visiting Speakers policy. Supportive work is undertaken by the Form Tutors (Year 7-12) and Personal Tutors (Year 13/14) to address elements like misconceptions, signposting and reinforcing learning from external agencies.

We understand that students will bring differing levels of knowledge and understanding to any issue explored through RSE/PSHE education. Prior knowledge is determined by high-quality questioning and formative assessment. Teaching methods consist of relevant questioning, research, role play and group discussion. The students are encouraged to lead classes through student-directed discussion and research and use ICT resources to develop responsible attitudes to work and enhance students' functional skills. RSE and PSHE lessons aim to develop an atmosphere of community and acceptance. Including those on risky behaviours, lessons remain positive so that students understand that most young people make positive, healthy choices. Connections between their learning and 'real life' behaviours are made by discussing real-life experiences in the classroom, inviting in guest speakers and expressing our own experiences through creative tasks. Students have folders and are encouraged to build their own collection of handouts, course work and sheets of useful contacts and websites. Class groups also produce regular displays in the Lower School communal areas and the RSE/PSHE classroom space.

### **Entitlement and Equality of Opportunity**

When delivering RSE, staff will be expected to employ the principles of QFT (Quality First Teaching). This is to ensure lessons are taught in a way that is inclusive to all students, especially those identified as SEND, who may be more vulnerable to effects of misinformation regarding RSE. Due to the nature of small class sizes at the college, staff have an intimate knowledge of student needs and will ensure that lessons are taught in a way that allows all students to access the content. This will include, but is not limited to, differentiated RSE material; time in lessons for students to process and reflect what has been delivered, and targeted questioning to informally assess student knowledge.

All staff and students are treated equally regardless of their sex, gender identity, pregnancy, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. The RSE policy is written in line with the college's equality policies. RSE is sensitive to the different needs of individual students and may need to evolve as the student population changes, as well as consider whether it is necessary to give additional support to those students with particular protected characteristics.

At all times we aim to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial that lessons help students to realise the nature and consequences

of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. We teach in one of the most ethnically diverse countries in the world and in a class we may have students from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold strong views about sexual behaviour. It is essential that we are sensitive to these views whilst ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial, scientific information on matters such as abortion, as well as covering the law in relation to, for example, forced marriage and female genital mutilation. It will also cover legislation related to equality and protected characteristic groups. PSHE/RSE lessons will cater for all students and will be respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be “emerging”. PSHE/RSE will be sensitive to the different needs of individual students and may adapt and evolve over time.

### **Safe and Effective practice**

A safe and supportive learning environment is created by establishing ground rules in each context for the delivery of subject material. Distancing methods will be used in order to minimise discomfort of topics which touch upon personal issues. Staff delivering RSE and PSHE will ensure that students who indicate they may be at risk receive the necessary support by liaising with the appropriate pastoral team member and adhering to the School’s Child Protection and Safeguarding Policy. If a student makes a disclosure this will be supported by the DSL or ASDL. All external visitors will be required to share their material with the Head of PSHE, RSE and Careers for vetting purposes.

RSE and PSHE often draw on students’ real-life experiences and it explores a range of issues that may provoke questions from students. This is a positive sign that they are engaging with the topic under discussion and demonstrating curiosity. As far as possible, where a question is relevant to the whole class, it will be answered to the group. It may be necessary to deal with a particular question outside class if it is not suitable for the whole group. Questions will be answered as appropriate to age and developmental stage. Any staff member leading the group will not be expected to answer personal questions about themselves or ask personal questions to anyone in the lesson, especially if it makes a young person vulnerable or uncomfortable. An open approach to answering questions prevents students from learning inaccurate or harmful information from their peers, older students or online. It can also help to reduce the stigma and shame that may be associated with some RSE topics. We believe that our students are better protected from harm and abuse when they are able to discuss issues openly in a safe environment with trained and knowledgeable staff.

### **Working with parents and carers**

Parents and carers are the first teachers of their children and play a key role in supporting the RSE programme through discussions at home that have taken place in school. We engage with parents and carers through parents’ evenings, reports, newsletters and bulletins, the sharing of policies and guest speaker visits for parental education. Parents were also consulted in the development of the RSE policy.

What we teach and how we teach it, however, is decided by the College and consultation does not provide a parental veto on curriculum content or delivery.

Parents/Carers have the right to withdraw their child from all or part of sex education lessons that are delivered as part of Sex and Relationships Education. However, they do not have the right to withdraw their son/daughter from the RSE element of the National Science Curriculum. Nor can they remove their child from the Relationship Education aspect as it is important that the students understand how relationships can develop and evolve. Parents are invited to contact the Head of School, in writing, if they have any concerns or queries. If parents request that their child is withdrawn, they will be invited into college to discuss the issues with the Principal. Parents do not have to give their reasons for withdrawing their child, but should be made aware of the implications of removing them from lessons. A child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Parents and carers will be informed about the policy through email via Isams. The policy is also available on the college website <https://rochester-college.org/information/policies-1> If you require this policy in a different format please contact [admissions@rochester-college.org.uk](mailto:admissions@rochester-college.org.uk).

### **Monitoring**

The RSE policy will be monitored by the Assistant Principal (Pastoral), Senior Leaders and pastoral staff. The opinions of staff, students and parents will also inform future planning to ensure that the delivery of RSE continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

### **Evaluation**

Assessment, progress and evaluation of RSE & PSHE provision is carried out informally through teacher observation and feedback on class work and by more formal assessments through the Jigsaw programme. Meetings between Form Tutors, Administrative staff, Head of Lower School, Head of Pastoral, Head of Teaching and Learning and the Principal allow for feedback on the RSE syllabus and the opportunity to share ideas. Students' overall progress is evaluated in half-termly reports, which are read by parents/guardians, students, Head of Lower School and the Principal. The voice of the student regarding RSE is sought through class discussions, questionnaires and the student council.

### **RSE policy review**

This policy will be reviewed as required to ensure it is in line with current DfE advice and guidance and to ensure that it continues to meet the needs of students, staff and parents. The next formal review will take place in August 2023. The policy is approved by Alistair Brownlow, Principal.

### **Links to other school policies and areas of the curriculum**

This policy supports/complements the following RIC policies:

PSHE 2022-23

Careers 2022-23

Safeguarding & Child Protection 2022-23

Mental Health 2022-23

Visitors 2022-23

Equality Diversity Inclusion 2022-23

## **Learning outcomes**

The RSE policy should enable students to know:

### **Families:**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships:**

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- That in School and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

**Online and media:**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison.
- How information and data is generated, collected, shared and used online.

**Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

**Intimate and sexual relationships, including sexual health:**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women 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.

**See appendixes 1, 2, 3, 4, 5**

**Sixth Form:** PSHE in the Sixth Form builds upon the strengths fostered within the Lower School. All students in our A Level courses take part in half termly sessions delivered by external specialist speakers. These focus on teaching students about a wide variety of issues and themes ranging from relationships and sex education, to drugs education, raising awareness of online safety, healthy lifestyles and emotional wellbeing. Following such sessions, students can meet with the Head of PSHE, RSE and Careers to discuss and reflect on the topics covered, when appropriate. These sessions are timetabled and are facilitated by structured and focused group discussion. The emphasis is on communication, with students listening and discussing with each other to learn from peers. Personal Tutors meet regularly with students individually or in small groups to discuss issues they may not wish to raise during designated time and Personal Tutors are able to support students on a wide variety of individualised issues or guide them to where support, and further information, is available.

**See appendixes 6 and 7**

<b>Created/Updated</b>	<b>Author</b>	<b>Approved by</b>	<b>Date</b>
September 2021	BG/DP	AB	September 2021
September 2022	HR/ME	AB	September 2022

## Appendices

### Appendix 1 - Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key question	<b>Being Me in My World</b>  Who am i? What are my influences? How do I connect to the online world?	<b>Celebrating Difference</b>  How can I challenge prejudice and discrimination?	<b>Dreams and Goals</b>  How can I make responsible choices to achieve my goals?	<b>Healthy Me</b>  How can I keep myself healthy and physically and mentally?	<b>Relationships</b>  What are positive, strong and supportive relationships?	<b>Changing Me</b>  What happens at puberty? How is a child conceived naturally?
Core content Diversity Remembered not just encountered	I can recognise that identity is affected by a range of factors  I understand what can influence my behaviour online	I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated	I can take responsibility for my life, believe that I can influence what happens to me and make wise choices	I can explain ways to help myself when I feel stressed  I know about different substances and the effects they have on the body and why some people use them	I can identify characteristics and benefits of positive, strong, supportive, relationships  I can understand what it meant by consent	I can understand the changes that happen during puberty  I know how a baby is conceived naturally  I can make links between positive, healthy family relationships and effective parenting
Assessment task Describe Explain Analyse Evaluate Create	I can maintain positive on and offline relationships	I understand how respect impacts on relationships	I understand that the choices I make affect my relationships, health and future	I can summarise some key things I can do to sustain my wellbeing	I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is	I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes

## Appendix 2 - Year 8

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key question	<b>Being Me in My World</b>  How do my faith or beliefs affect who I am?	<b>Celebrating Difference</b>  What is inequality? What is injustice?	<b>Dreams and Goals</b>  How can money help with my goals?  How can achieve long term goals?	<b>Healthy Me</b>  What does the law say about substance use?	<b>Relationships</b>  How do I conduct myself appropriately ?	<b>Changing Me</b>  What does a healthy relationship look like?
Core content Diversity Remembered not just encountered	I can appreciate that identities are complex and can change over time  I can appreciate the similarities, differences and diversity of people's identities	I can give examples of individuals who have made a positive contribution despite prejudice and discrimination	I understand some of the positive and negative roles that money can play in society	I understand what the law says about substance use and possession  I can describe some of the links between substances and exploitation of young people	I understand etiquette and manners in relation to privacy both online and offline  I know some steps that can be taken if my personal space, privacy or both are being threatened	I know that pornographic images do not reflect reality  I know how pornography can impact on expectations and self-image
Assessment task Describe Explain Analyse Evaluate Create	I understand how to identify influences and differences and use these positively in my relationships	I understand how respect and equality, or the lack of these, affects relationships	I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble	I can summarise some key things I can do to sustain my health and happiness in the face of stress	I can summarise the differences between a healthy, positive relationship and a coercive one	I can explain some risks associated with pornography or alcohol use in relation to relationships

Appendix 3 - Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key question	<p><b>Being Me in My World</b></p> <p>What is peer approval?</p> <p>What is risk?</p>	<p><b>Celebrating Difference</b></p> <p>What is the equalities act?</p> <p>How can I report bullying?</p>	<p><b>Dreams and Goals</b></p> <p>What is self-esteem?</p> <p>How does it affect goals and dreams?</p>	<p><b>Healthy Me</b></p> <p>How many people make healthy lifestyle choices?</p> <p>What is a healthy choice?</p>	<p><b>Relationships</b></p> <p>What is contraception ?</p> <p>How can I make an informed decision?</p>	<p><b>Changing Me</b></p> <p>Why is sleep important?</p>
Core content Diversity Remembered not just encountered	I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour	I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity	I can consider factors that can contribute to a person's mental ill health	I understand the physical and emotional effects of certain substances and how they can affect decision-making	I understand that pornography and some media images give a false impression of sex and sexual relationships	<p>I can reflect on the changes that my body and brain have undergone since starting puberty</p> <p>I can consider the changes yet to come and how to manage these</p>
Assessment task Describe Explain Analyse Evaluate Create	I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships	I know some ways that I can protect myself from the prejudices that I might encounter in my life	I know ways to include mental health as part of a healthy lifestyle	I can summarise some of the risks associated with substance use and the laws relating to these.	I can consider the risks and consequences of becoming sexually active	I can summarise how different types of change can affect mental health and know some strategies to stay resilient

## Appendix 4 - Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key question	<p><b>Being Me in My World</b></p> <p>What are my freedoms?</p> <p>What are my online risks?</p>	<p><b>Celebrating Difference</b></p> <p>What is the equalities act?</p> <p>How can I report bullying?</p>	<p><b>Dreams and Goals</b></p> <p>What are my important relationships?</p> <p>How can I develop resilience?</p>	<p><b>Healthy Me</b></p> <p>How can I look after my body and mind?</p>	<p><b>Relationships</b></p> <p>How do I maintain a healthy relationship?</p>	<p><b>Changing Me</b></p> <p>What changes do families encounter?</p>
Core content Diversity Remembered not just encountered	<p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>I understand the impact social media has on culture and identity</p>	<p>I can give examples of job roles that are exempt from the Equality Act</p> <p>I can give examples of how to promote equality</p>	<p>I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>I can identify realistic and unrealistic goals</p>	<p>I appreciate how complex my body is and that it needs to be looked after well, now and in the future</p>	<p>I can evaluate my own role in a range of relationships</p> <p>I can critically evaluate the role of love in relationships</p>	<p>I can identify the change that some people may experience in relation to sexual identity and gender</p>
Assessment task Describe Explain Analyse Evaluate Create	<p>I know some strategies for managing on and offline relationships, positively</p>	<p>I understand that some people face barriers to better health and I appreciate the challenges that this brings</p>	<p>I know how to make manageable plans for my life and set myself realistic and challenging expectations</p>	<p>I can describe how people who are sexually active can keep themselves safe from STIs</p>	<p>I can recognise my own emotions and know these help me discern when a relationship is good for me or not</p>	<p>I understand how societies change and this affects people's attitudes and ways of life</p>

## Appendix 5 - Year 11

Year 11	Term 1	Term 2	Term 3	Term 4
Key question	<p><b>Being Me in My World</b></p> <p>What is an 'adult'</p> <p>What can I do at 16 years old?</p>	<p><b>Dreams and Goals</b></p> <p>What is my 'skill-set'</p> <p>How can I deal with anxiety?</p>	<p><b>Healthy Me</b></p> <p>How can I stay sexually healthy?</p>	<p><b>Relationships</b></p> <p>What is gender and sexuality?</p> <p>What is forced marriage?</p>
Core content Diversity Remembered not just encountered	<p>I can give examples of legislation that relates to sex and relationships</p> <p>I know about the legal status of different relationships e.g. marriage, civil partnership, cohabitation</p>	<p>I can identify some possible barriers to some of my dreams and goals</p> <p>I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p>	<p>I understand the influences that inform decision making with regard to sexual relationships.</p> <p>I know some strategies to help manage sexual pressure</p>	<p>I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships</p>
Assessment task Describe Explain Analyse Evaluate Create	<p>I know some of the rights, responsibilities and laws that affect me</p>	<p>I understand what I need to do to achieve successful health, relationships and life-goals</p>	<p>I can summarise ways people can stay healthy when they are sexually active</p>	<p>I understand issues relating to inclusion, equality and violations of human rights</p>

Appendix 6 - Year 12

Term	Proposed date	Theme of day	Specific RSE element ongoing SEX ED	PSHE and RSE focus
1	Beginning of September  23rd September	Study Skills/Goal Setting  Elevate		<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul>
2	November	Wellbeing/Nutrition/mental health	RSE input - School of Sex Ed	<b>RSE:</b> <ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful Relationships, including friendships</li> <li>• Online media</li> <li>• Being safe</li> <li>• Physical health and mental wellbeing</li> </ul> <b>PSHE:</b> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> </ul>
3	January	Sexual Harrassment/Consent	RSE input - School of Sex Ed	<b>RSE:</b> <ul style="list-style-type: none"> <li>• Respectful Relationships, including friendships</li> <li>• Online media</li> <li>• Being safe</li> <li>• Intimate relationships, including sexual health</li> <li>• The Law</li> </ul> <b>PSHE:</b> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul>
4	End of Feb	Being safe/Big Night Out	RSE input - School of Sex Ed	<b>RSE:</b> <ul style="list-style-type: none"> <li>• Being safe</li> <li>• Intimate relationships, including sexual health</li> <li>• The Law</li> <li>• Physical health and mental wellbeing</li> </ul> <b>PSHE:</b> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul>
5	May	Being Me in a Wider World - Black Lives Matters, Non-binary, LGBTQ+ cultural diversity	RSE input - School of Sex Ed	<b>RSE:</b> <ul style="list-style-type: none"> <li>• Respectful Relationships, including friendships</li> <li>• Being safe</li> <li>• Intimate relationships, including sexual health</li> <li>• The Law</li> </ul> <b>PSHE:</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul>
6	Mid June	UCAS/Careers		<b>PSHE:</b> <ul style="list-style-type: none"> <li>• Living in the Wider World</li> </ul>



Appendix 7 - Year 13 (Year 14 optional)

Term	Proposed date	Theme of the day	Specific RSE focus? SEX ED	PSHE and RSE focus
1	Beginning of September	Study Skills/Goal Setting/UCAS	N/a	<b>PSHE:</b> <ul style="list-style-type: none"> <li>● Health and Wellbeing</li> <li>● Relationships</li> <li>● Living in the Wider World</li> </ul>
4	February	Being Safe/Big Night Out/Finance/University Life	School of Sex Ed - sexual health	<b>RSE:</b> <ul style="list-style-type: none"> <li>● Being safe</li> <li>● Intimate relationships, including sexual health</li> <li>● The Law</li> <li>● Physical health and mental wellbeing</li> </ul> <b>PSHE:</b> <ul style="list-style-type: none"> <li>● Health and Wellbeing</li> <li>● Relationships</li> <li>● Living in the Wider World</li> </ul>