



CHALLNEY
High School for Boys



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Challney High School for Boys

Relationships and Sex Education policy (RSE)

Reviewed: March 2025

Next Review due by: September 2026

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1. Rationale

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, following the delay resulting from partial school closures, from Summer 2021 this school, along with all secondary schools in the country, will be teaching Relationships, Sex and Health Education (RSE). These subjects are designed to equip your son with knowledge to make informed decisions about his wellbeing, health and relationships as well as preparing him for a successful adult life.

The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your son. Please be reassured, our school has the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our students. As such, our staff will be cognizant of this when teaching all students.

2. Aims

The aims of relationships and sex education (RSE) policy at Challney High School for Boys 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.

3. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

4. Policy development

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

1. Review – the senior leader responsible has pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – teaching staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – A Google Site was created to provide information and give parents and any interested parties briefing notes of the expected changes to RSE. Parents also had the opportunity to share their thoughts and concerns via an online survey;
4. Final draft of this policy shared with the Governing Body.

5. 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.**

6. Curriculum

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

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, which includes topics such as reproduction and other aspects are included in Religious Education (RE).

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 and
- ☐ Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2. This outlines all lessons that we deliver in each year group.

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. Please note: 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)

8. Roles and responsibilities

7.1 The Governing Body

The Governing Body will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education and health education, and components of RSE (see section 8). This does not include what is taught as part of the science curriculum.

7.3 Staff

Staff are responsible for:

- ☐ Delivering RSE in a sensitive way;
- ☐ Modelling positive attitudes to RSE;
- ☐ Responding to the needs of individual pupils;
- ☐ Responding appropriately to students whose parents wish them to be withdrawn from the sex education components of RSE and health education.

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 the Headteacher or Senior Leader responsible for the implementation of RSE.

7.4 Students

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

9. Parents' right to withdraw

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

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

10. Training

Staff will be offered training on RSE topics from external professionals when needed.

The Headteacher/PSHE co-ordinator 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leader responsible via:

- ☐ planning meetings with other PSHE leads;
- ☐ meeting with the department/staff who deliver the programme of study;
- ☐ 'Walk Thrus' / lesson visits and lesson observations and
- ☐ our school's quality assurance processes.

This policy will be reviewed annually by the Senior Leader. At every review, the policy will be approved by the Governing Body.

12. Appendix 1: Curriculum map

The purpose of each programme of study is to:

- ☐ create awareness of identified contexts and
- ☐ to help students, manage and respond to situations.

Contexts differ and as such, this may include:

- ☐ being aware of topics,
- ☐ knowing whom,
- ☐ how and when to ask for help and as students mature into adulthood, making informed decisions.

In keeping with statutory guidance (2020) our topics follow the themes of: Health and Well-being, Relationships and Living in the Wider World.

At KS3 students build on knowledge, understanding, skills, attributes and values they have acquired and developed during the primary phase. PHSE acknowledges and addresses the changes young people may face by looking at the challenges of adolescence and their increasing independence. It is designed to teach the knowledge and skills which will equip them for the opportunities and challenges in life. Students learn to manage diverse relationships, online lives, increasing influence of peers and the media.

At KS4 the focus on health and well-being, relationships and living in the wider world are the same. However there is more of an emphasis on careers as Y11 students prepare for further education by developing their study skills, create and enhance their CVs and apply for college. There is a much more sustained focus on making informed decisions as they prepare to face the wider world so we will continue to build academic and emotional resilience as they grow towards greater independence.

Appendix 2: By the end of secondary school, students should know about the following topics which are mapped for the students' 5 year journey.

CORE THEME 1 ~ Health and Wellbeing					
KS3			KS4		
Self concept					
H1	how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	Y7 - Spr 1 Y9 - Aut 1 (Eng)	H1	to accurately assess their areas of strength and development, and where appropriate, act upon feedback	All subjects
H2	to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	Y8 - Aut 1	H2	how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this	Y9 - Aut 1 (Eng) Y9 - Spr 1 (PE) Y10 - Spr (Art)
H3	the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	Y7 - Spr 2 (Cul) Y8 - Sum 1	H3	how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	Y9 - Aut 1 (Pho) Y10 - Aut 2 (PE) Y10 - Spr (Art)
H4	simple strategies to help build resilience to negative opinions, judgements and comments	Y7 - Aut 2 (Cul) Y8 - Aut 1	H4	strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	Y9 - Aut 1 (Eng) Y10 - Aut 1 (Art) Y10 - Spr 2 (Eng)
H5	to recognise and manage internal and external influences on decisions which affect health and wellbeing	Y8 - Spr 2 Y9 - Aut 1 (Eng)			
Mental Health and Emotional Wellbeing					
H6	how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	Y7 - Aut 2	H5	the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	Y9 - Aut 1 (Eng) Y10 - Aut 1 (MFL) Y10 - Aut 2 (Art)
H7	the characteristics of mental and emotional health and strategies for managing these	Y7 - Aut 2 Y7 - Aut 2 (Cul) Y9 - Aut 1 (Eng)	H6	about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	Y9 - Aut 1 (Eng) KS4 - (Art)
H8	the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	Y8 - Aut 1 Y9 - Aut 1 (Eng)	H7	a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns	Y9 - Aut 1 (Eng) Y10 - Aut 1 (MFL)
H9	strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	Y8 - Aut 1	H8	the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	Y9 - Aut 1 (Eng) Y10 - Aut 1 & 2 (Art)

H10	a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	Y8 - Aut 1 Y9 - Aut 1 (Eng)	H9	the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	Y11 - Aut 2 (FT)
H11	the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	Y8 - Sum 2	H10	how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	Y9 - Aut 1 (Eng) Y10 - Aut 1 (MFL) Y11 - Aut 2 (FT)
H12	how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	Y8 - Aut 1 Y9 - Aut 1 (Eng)			
Healthy Lifestyles			Health-related decisions		
H13	the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	Y8 - Sum 2	H11	to make informed lifestyle choices regarding sleep, diet and exercise	Y9 - Aut 2 (PE) Y10 - Spr 2 (Sci)
H14	the benefits of physical activity and exercise for physical and mental health and wellbeing	Y7 - Aut 1 Y9 - Aut 2 (PE)	H12	the benefits of having a balanced approach to spending time online	Y7 (whole cohort) - Aut 1 (IT) Y9 - Aut 1 (MFL)
H15	the importance of sleep and strategies to maintain good quality sleep	Y8 - Sum 2 Y10 - Spr 2 (Sci)	H13	to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health	Y10 - Spr 2 (Eng)
H16	to recognise and manage what influences their choices about physical activity	Y8 - Sum 2	H14	about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help	Y9 - Aut 2 (PE) Y10 - Spr 1 (Sci)
H17	the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	Y7 - Aut 1	H15	the purpose of blood, organ and stem cell donation for individuals and society	Y10 - Spr 1 (Sci)
H18	what might influence decisions about eating a balanced diet and strategies to manage eating choices	Y7 - Aut 1	H16	how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination	Y10 - Spr 1 (Sci)

H19	the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	Y8 - Aut 2 Y10 - Spr 1 (Sci)	H17	to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds	Y10 - Spr 1 (Sci)
H20	strategies for maintaining personal hygiene, including oral health, and prevention of infection	Y7 - Aut 1	H18	the ways in which industries and advertising can influence health and harmful behaviours	Y10 - Aut (Art) Y10 - Spr 1 (Sci) Y10 - (Bus)
H21	how to access health services when appropriate	Y8 - Aut 2			
H22	the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	Y8 - Aut 2			
Drugs, Alcohol and Tobacco					
H23	the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	Y7 - Aut 2 Y9 - Spr 1 (Sci)	H19	the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	Y10 - Spr 1 (Sci)
H24	to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	Y8 - Aut 2 Y9 - Spr 1 (Sci)	H20	wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	Y10 - Aut 1 (MFL) Y10 - Spr 1 (Sci) KS4 - (Eng)
H25	strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	Y8 - Aut 2 Y9 - Spr 1 (Sci)	H21	to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation	Y9 - Spr 1 (Sci) KS4 - (Eng)
H26	information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	Y7 - Aut 1 Y8 - Aut 1 Y9 - Spr 1 (Sci)			
H27	the personal and social risks and consequences of substance use and misuse including occasional use	Y8 - Aut 2			
H28	the law relating to the supply, use and misuse of legal and illegal substances	Y8 - Aut 2			
H29	about the concepts of dependence and addiction including awareness of help to overcome addictions	Y8 - Aut 2 Y9 - Spr 1 (Sci)			
Managing Risk and Personal Safety					
H30	how to identify risk and manage personal safety in increasingly independent situations, including online	Y7 - Aut 1 (IT) Y8 - Spr 1	H22	ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online	Y9 - Aut 1 (MFL) Y11 - Spr 1 (FT)
H31	ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Y7 - Aut 1 (Cul) Y8 - Aut 2	H23	strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)	Y9 - Spr 1 (Sci) Y10 - Spr 1 (Eng) Y11 - Spr 1 (FT)

H32	the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	Y8 - Aut 2	H24	to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Y9 - Spr 1 (Sci) Y10 - Sum 1 (PE)
H33	how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Y7 - Sum 2 (Cul) Y8 - Aut 1	H25	to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others	Y9 - Spr 1 (Sci) Y10 - Aut 2 (PE)
Puberty and Sexual Health			Sexual Health and Fertility		
H34	strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Y7 - Aut 2 Y9 - Aut 1 (Sci)	H26	the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)	Y9 - Aut 2 (Sci) Y9 - Spr 1 (Sci)
H35	about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	Y8 - Sum 1 Y10 - Aut (Sci)	H27	about specific STIs, their treatment and how to reduce the risk of transmission	Y10 - Aut 2 (Sci)
H36	that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Y8 - Sum 1 Y10 - Aut (Sci)	H28	how to respond if someone has, or may have, an STI (including ways to access sexual health services)	Y10 - Aut 2 (Sci)
			H29	to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services	Y9 - Spr 1 (Sci) Y10 - Aut 2 (Sci)
			H30	about healthy pregnancy and how lifestyle choices affect a developing foetus	Y10 - Aut 1 (Sci)
			H31	that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors	Y10 - Aut 1 (Sci)
			H32	about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	Y10 - Aut 1 (Sci)
			H33	about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	Y10 - Aut 1 (Sci)
CORE THEME 2 ~ Relationships					
KS3			KS4		
Positive Relationships					
R1	about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	Y8 - Sum 1	R1	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality	Y9 - Aut 2 (Sci) Y11 - Aut 1 (MFL) KS4 - (Eng)
R2	indicators of positive, healthy relationships and unhealthy relationships, including online	Y8 - Sum 1	R2	the role of pleasure in intimate relationships, including orgasms	Y9 - Aut 2 (Sci) Y10 - Sum 2 (RE)
R3	about the similarities, differences and diversity among people of different	Y8 - Sum 2 Y9 - Aut 1 (Eng)	R3	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary	Y9 - Aut 2 (Sci) KS4 - (Eng)

	race, culture, ability, sex, gender identity, age and sexual orientation	Y9 - Spr 2 (Eng)			
R4	the difference between biological sex, gender identity and sexual orientation	Y8 - Sum 2	R4	the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	Y10 - Sum 2 (RE) KS4 - (Eng)
R5	to recognise that sexual attraction and sexuality are diverse	Y8 - Sum 2	R5	the legal rights, responsibilities and protections provided by the Equality Act 2010	Y10 - (Bus) Y10 - Sum 2 (RE)
R6	that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	Y7 - Sum 1	R6	about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	Y9 - Aut 1 (Eng) Y9 - Spr 1 (Hums) Y9 - Spr 2 (Eng)
R7	how the media portrays relationships and the potential impact of this on people's expectations of relationships	Y8 - Sum 1	R7	strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	Y9 - Aut 2 (Sci) KS4 - (Eng)
R8	that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	Y8 - Sum 1	R8	to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours	Y10 - Aut 2 (PE)
Relationship Values					
R9	to clarify and develop personal values in friendships, love and sexual relationships	Y8 - Sum 2	R9	to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours	Y10 - (Bus) Y10 - Aut 2 (Eng)
R10	the importance of trust in relationships and the behaviours that can undermine or build trust	Y8 - Sum 2 Y9 - Aut (Sci)	R10	to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	Y10 - Aut 1 (RE) Y10 - Sum 2 - (RE) KS4 - (Eng)
R11	to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	Y8 - Sum 1			
R12	that everyone has the choice to delay sex, or to enjoy intimacy without sex	Y8 - Sum 1			
Forming and Maintaining Respectful Relationships					
R13	how to safely and responsibly form, maintain and manage positive relationships, including online	Y7 - Sum 1	R11	strategies to manage the strong emotions associated with the different stages of relationships	KS4 - (Eng)
R14	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	Y7 - Sum 1	R12	to safely and responsibly manage changes in personal relationships including the ending of relationships	Y9 - Spr 2 (Hums) KS4 - (Eng)
R15	to further develop and rehearse the skills of team working	Y7 - Spr 2	R13	ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	Y9 - Sum 1 (Eng) Y10 - Sum 2 (RE) KS4 - (Eng)
R16	to further develop the skills of active listening, clear communication, negotiation and compromise	Y7 - Spr 2	R14	the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks	Y10 - Sum 1 (PE)

R17	strategies to identify and reduce risk from people online that they do not already know; when and how to access help	Y7 - Aut 1 (IT) Y8 - Aut 1 (IT) Y8 - Aut 2	R15	the legal and ethical responsibilities people have in relation to online aspects of relationships	Y9 - Aut 1 (Pho) Y9 - Spr 2 (Hums) Y10 - (IT)
R18	to manage the strong feelings that relationships can cause (including sexual attraction)	Y7 - Sum 1	R16	to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help	Y10 - Aut 2 (Soc) Y10 - Sum 1 (PE)
R19	to develop conflict management skills and strategies to reconcile after disagreements	Y7 - Aut 2	R17	ways to access information and support for relationships including those experiencing difficulties	Y10 - Aut 2 (RE) KS4 - (Eng)
R20	to manage the influence of drugs and alcohol on decision-making within relationships and social situations	Y8 - Aut 2 Y9 - Spr 1 (Sci)			
R21	how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	Y8 - Spr 2			
R22	the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	Y8 - Spr 2			
R23	the services available to support healthy relationships and manage unhealthy relationships, and how to access them	Y8 - Spr 2			
Consent					
R24	that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	Y8 - Sum 1 Y9 - Aut (Sci)	R18	about the concept of consent in maturing relationships	Y9 - Aut (Sci) Y10 - Aut 2 (Soc) KS4 - (Eng)
R25	about the law relating to sexual consent	Y8 - Sum 1	R19	about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online	KS4 design comp - Aut/Spr Y10 - Aut 2 (Soc)
R26	how to seek, give, not give and withdraw consent (in all contexts, including online)	Y8 - Sum 1	R20	to recognise the impact of drugs and alcohol on choices and sexual behaviour	Y10 - Aut 1 (Sci) Y10 - Aut 2 (Soc)
R27	that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	Y8 - Sum 1	R21	the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple	Y10 - Sum 1 (PE)
R28	to gauge readiness for sexual intimacy	Y8 - Sum 1	R22	to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	Y10 - Aut 2 (Soc) Y10 - Spr 2 (Pol) Y10 - Sum 2 (Eng)
R29	the impact of sharing sexual images of others without consent	Y8 - Sum 2			
R30	how to manage any request or pressure to share an image of themselves or others, and how to get help	Y8 - Sum 2			
R31	that intimate relationships should be pleasurable	Y8 - Sum 1			
Contraception and Parenthood					

R32	the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	Y8 - Sum 2	R23	how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	Y8 - Spr 1 (RE) Y10 - Aut 1 (Sci) Y10 - Sum 2 (RE)
R33	the risks related to unprotected sex	Y8 - Sum 1	R24	the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	Y10 - Aut 1 (Sci)
R34	the consequences of unintended pregnancy, sources of support and the options available	Y8 - Aut 1	R25	the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	Y9 - Spr 2 (Eng) Y10 - Sum 1 (Hums)
R35	the roles and responsibilities of parents, carers and children in families	Y7 - Sum 1	R26	the reasons why people choose to adopt/foster children	Y9 - Spr 2 (Eng) Y9 - Sum 1 (Soc)
R36	the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	Y7 - Sum 1	R27	about the current legal position on abortion and the range of beliefs and opinions about it	Y10 - Aut 1 (RE)
Bullying, Abuse and Discrimination					
R37	the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	Y8 - Spr 2	R28	to recognise when others are using manipulation, persuasion or coercion and how to respond	Y10 - Sum 2 (Eng) KS4 design comp - Aut/Spr
R38	to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	Y7 - Aut 1 (Cul) Y7 - Sum 1	R29	the law relating to abuse in relationships, including coercive control and online harassment	Y9 - Sum 1 (Soc) Y10 - Spr 2 (Soc) KS4 - (Eng) KS4 design comp - Aut/Spr
R39	the impact of stereotyping, prejudice and discrimination on individuals and relationships	Y8 - Spr 2	R30	to recognise when a relationship is abusive and strategies to manage this	KS4 - (Eng) KS4 design comp - Aut/Spr
R40	about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	Y7 - Spr 2	R31	the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	KS4 - (Eng) KS4 design comp - Aut/Spr
R41	the need to promote inclusion and challenge discrimination, and how to do so safely, including online	Y8 - Spr 2	R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	Y10 - Sum 2 (Eng) KS4 design comp - Aut/Spr
			R33	The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support	Y9 - Sum 1 (Soc)
			R34	strategies to challenge all forms of prejudice and discrimination	Y9 - Aut 1 (Eng) Y10 - Aut 2 (Pol) KS4 design comp - Aut/Spr
Social Influence					

R42	to recognise peer influence and to develop strategies for managing it, including online	Y7 - Sum 1	R35	to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs	Y9 - Sum 2 (PE) Y10 - Aut 1 (Soc) Y10 - Spr 1 (Eng)
R43	the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	Y7 - Aut 2	R36	skills to support younger peers when in positions of influence	Y9 - Aut 1 (Eng)
R44	that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	Y8 - Spr 2	R37	to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help	Y9 - Sum 2 (PE)
R45	about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	Y8 - Aut 2	R38	factors which contribute to young people becoming involved in serious organised crime, including cybercrime	Y9 - Sum 2 (PE) Y9 - (IT) Y10 - Aut 1 (Soc)
R46	strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	Y8 - Aut 2			
R47	motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	Y8 - Aut 2			
CORE THEME 3 ~ Living in the Wider World					
KS3			KS4		
Learning Skills					
L1	study, organisational, research and presentation skills	Y7 - Spr 2 Y7 - Aut 1 (Cul) Y7 - Aut 2 (Cul)	L1	to evaluate and further develop their study and employability skills	Y10 - (Bus) Y11 - Aut 1 (MFL) Y11 - Aut 1 (FT)
L2	to review their strengths, interests, skills, qualities and values and how to develop them	Y7 - Spr 2 Y10 - Aut 2 (Eng)	L2	to evaluate their own personal strengths and areas for development and use this to inform goal setting	Y10 - (Bus) Y11 - Aut 1 (MFL) Y11 - Aut 1 (FT)
L3	to set realistic yet ambitious targets and goals	Y7 - Spr 1	L3	how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability	Y10 - (Bus) Y11 - Aut 1 (MFL) Y11 - Aut 1 (FT)
L4	the skills and attributes that employers value	Y7 - Aut 1 (Cul) Y7 - Sum 2			
L5	the skills and qualities required to engage in enterprise	Y7 - Sum 2			
L6	the importance and benefits of being a lifelong learner	Y7 - Aut 1 (Cul) Y7 - Sum 2			
Choices and Pathways					
L7	about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	Y8 - Spr 1	L4	about the range of opportunities available to them for career progression, including in education, training and employment	Y10 - (Bus) Y11 - Aut 1 (MFL) Y11 - Aut 1 (FT)

L8	about routes into work, training and other vocational and academic opportunities, and progression routes	Y7 - Sum 2	L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	Y9 - Spr 1 (Eng) Y10 - (Bus) Y10 - Sum 1 & 2 (Soc) Y11 - Aut 1 (FT)
L9	the benefits of setting ambitious goals and being open to opportunities in all aspects of life	Y8 - Spr 1	L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	Y10 - (Bus) Y11 - Aut 1 (FT)
L10	to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	Y8 - Spr 1 Y9 - Spr 1 (Eng)			
Work and Career					
L11	different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	Y7 - Sum 2	L7	about the labour market, local, national and international employment opportunities	Y10 - (Bus, Econ, Ent) Y9 - Sum 2 (Maths) Y11 - Aut 1 (MFL)
L12	about different work roles and career pathways, including clarifying their own early aspirations	Y7 - Sum 2	L8	about employment sectors and types, and changing patterns of employment	Y10 - (Bus, Econ, Ent) Y10 - Sum 1 (Car) Y11 - Aut 1 (MFL)
			L9	to research, secure and take full advantage of any opportunities for work experience that are available	Y10 - Sum 1 (Car)
			L10	to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	Y10 - Aut 2 (Eng) Y10 - Sum 1 (Car) Y10 - Sum 1 & 2 (Soc)
			L11	the benefits and challenges of cultivating career opportunities online	Y10 - Sum 1 (Car) Y11 - Aut 1 (MFL)
			L12	strategies to manage their online presence and its impact on career opportunities	Y9 - (IT) Y10 - (IT) Y10 - Sum 1 (Car) Y11 - Aut 1 (MFL)
Employment Rights and Responsibilities					
L13	about young people's employment rights and responsibilities	Y8 - Spr 1	L13	the skills and attributes to manage rights and responsibilities at work including health and safety procedures	Y10 - (Bus, Econ, Ent) Y10 - Sum 1 (Car) Y11 - Aut 1 (MFL)
L14	to manage emotions in relation to future employment	Y8 - Spr 1	L14	about confidentiality in the workplace, when it should be kept and when it might need to be broken	Y10 - Sum 1 (Car) Y10 - Aut 1 (Pol)
			L15	about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	Y9 - Aut 1 (Eng) Y10 - (Bus, Econ, Ent)
Financial Choices					
L15	to assess and manage risk in relation to financial decisions that young people might make	Y7 - Spr 1 Y7 - Sum 1 (Cul)	L16	how to effectively budget, including the benefits of saving	Y9 - Aut 2 (Maths) Y10 - (Bus, Econ, Ent)
L16	about values and attitudes relating to finance, including debt	Y7 - Spr 1	L17	how to effectively make financial decisions, including recognising the	Y9 - Spr 2 (Maths)

				opportunities and challenges involved in taking financial risks	Y10 - (Bus, Econ, Ent)
L17	to manage emotions in relation to money	Y7 - Spr 1	L18	to recognise and manage the range of influences on their financial decisions	Y9 - Sum 2 (Maths) Y10 - (Bus, Econ, Ent)
L18	to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	Y7 - Spr 1	L19	to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	Y10 - Aut 2 (Maths)
L19	to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	Y7 - Spr 1	L20	the skills to challenge or seek support for financial exploitation in different contexts including online	Y10 - Aut 1 (Pol) Y10 - Spr 2 (Maths)
			L21	to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	Y10 - (Bus, Econ, Ent) Y10 - Aut 1 (Pol) Y10 - Sum 2 (Maths)
Media Literacy and Digital Resilience					
L20	that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	Y8 - Spr 1 Y9 - Aut 1 (MFL)	L22	that there are positive and safe ways to create and share content online and the opportunities this offers	Y10 - Spr 2 (FT)
L21	to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media	Y7 - Spr 2	L23	strategies for protecting and enhancing their personal and professional reputation online	Y10 - Spr 2 (FT)
L22	the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	Y8 - Spr 1	L24	that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events	Y10 - Aut 2 (Eng)
L23	to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	Y8 - Spr 1	L25	how personal data is generated, collected and shared, including by individuals, and the consequences of this	Y10 - Aut 1 (Pol) Y10 - Aut 2 (Eng)
L24	to understand how the way people present themselves online can have positive and negative impacts on them	Y8 - Aut 2	L26	how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this	Y10 - Aut 2 (Eng)
L25	to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	Y8 - Spr 1	L27	strategies to critically assess bias, reliability and accuracy in digital content	Y10 - Spr 2 (FT)
L26	that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours	Y7 - Spr 2	L28	to assess the causes and personal consequences of extremism and intolerance in all their forms	Y10 - Aut 1 (Pol) Y10 - Spr 2 (Eng)
L27	to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	Y8 - Spr 1	L29	to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern	Y10 - Aut 1 (Pol) Y10 - Spr 1 (Eng)

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

				 CHALLNEY High School for Boys	
TO BE COMPLETED BY PARENTS					
Name of child		Form			
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	<i>Include notes from discussions with parents and agreed actions taken.</i>

