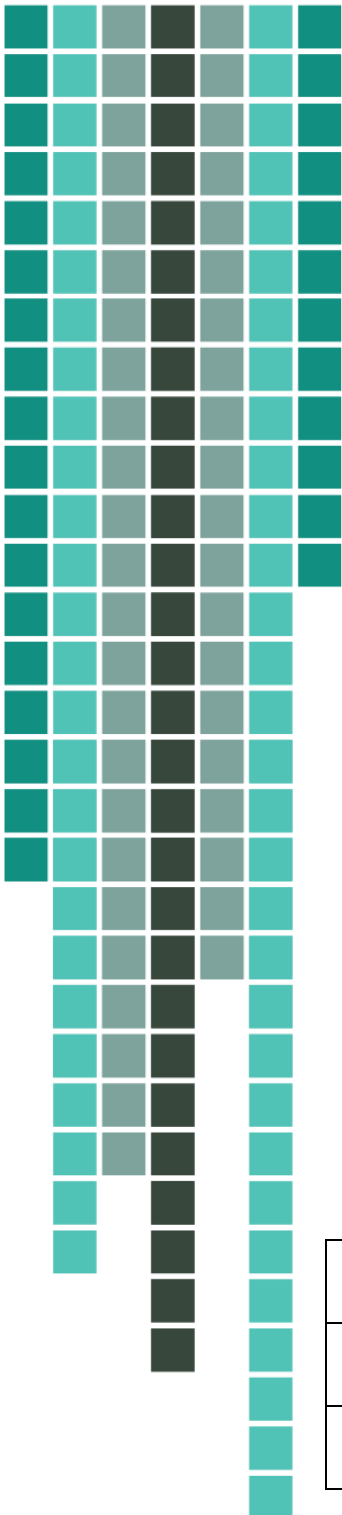




Eggar's School

Relationships & Sex Education (RSE)



Reviewer	Clare Daish
Review date	October 2021
Next review	October 2023

RATIONALE & ETHOS

This policy covers Eggar's School's approach to the Philosophy and Personal Development (PPD) Curriculum, including the statutory Relationships and Sex Education. It was produced through consultation with all stakeholders, including parents via a consultation period to review the curriculum and necessary changes which needed to be made based on the statutory update.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The intended outcomes of our programme are that students will:

- Help students make informed decisions about their wellbeing and health and relationships.
- Prepare students for the opportunities, responsibilities, and experiences of adult life.

DEFINITION OF RSE

Relationships and Sex Education is about the physical, emotional, sexual, moral, social and cultural development of students, and involved learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

ROLES & RESPONSIBILITIES

The PPD Curriculum is overseen by the Curriculum Leader and is delivered by themselves and other experienced staff within the school during timetabled lessons, and on occasion, tutor times. The staff at Eggar's School are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and will follow the schools normal safeguarding practices and procedures by consulting with the designated safeguard leads.

At times we will use external agencies to help us deliver important issues to our students. These will always be from reputable companies, and appropriate to the age group in which they are being delivered to. An example of such agencies are Barclay's Bank and the delivery of their 'life skills' package. We will ensure that all safeguarding practices and procedures are adhered to.

CURRICULUM DESIGN

The Curriculum is divided across three broad themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The statutory guidance (See Appendix 3) is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the Wider World' is not included in the statutory requirements, the theme remains vitally important for students' personal development and economic wellbeing, as well as in supporting us to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. Elements of the curriculum will also be delivered via other subject areas such as Science, Computer Science and PE.

The PPD curriculum addresses both students' current experiences and preparation for their future (see Appendix 1). The curriculum therefore provides a spiral education to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. We have identified a broad range of important issues, but it is also essential to prioritise quality over quantity (so that that PPD lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our curriculum reflects the universal needs of all children and young people, as well as the specific needs of the students in our school community.

Opportunities are presented for students (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make decisions (with support where necessary) so that they can act upon them.
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their personal achievements and successes.

Unlike many other subjects, much of the knowledge taught in our PPD curriculum changes regularly, for example because of legal changes, medical or technological advances. We will therefore ensure that all information used to develop student's knowledge of any aspect of the curriculum is up to date, accurate, unbiased, and balanced.

ACCESSIBILITY FOR ALL

The PPD Curriculum has been developed to allow those with SEND to access the necessary content. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The curriculum will be modified and adapted to students' needs by:

- Breaking down learning outcomes into smaller steps so that they form the basis of a lesson or a series of a lessons.
- Revisiting, reinforcing, consolidating, and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Revisiting content through cross-curricular learning and/or throughout other activities in school.
- Offering both explicit and implicit learning opportunities and experiences

Staff are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships' education and RSE can be very important subjects for some students, for example those with Social, Emotional and Mental Health needs, or a learning disability. Staff will take such factors into consideration when teaching such subjects. Staff will ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

MONITORING REPORT & EVALUATION

The delivery of the PPD Curriculum is monitored by our PPD Curriculum Leader using learning walks, student voice activities and staff feedback. Students' development in PPD is monitored by class teachers, and the PPD Curriculum Leader.

Students will be given an opportunity to reflect and review on their own learning progress during their lessons through a variety of activities to help them develop their skills as an Eggar's Learner.

PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education taught within PPD. A request to withdraw should be put into writing using the form found in Appendix 2 of this policy. A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take the appropriate action.

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

APPENDIX 1: Curriculum Map

YEAR 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intro & Health and wellbeing Resilient students Keeping bodies Healthy Mental Health - depression Puberty – What happens/when (including Periods) Smoking/Drug use/Energy drinks	Christianity Creation Incarnation Crucifixion Parables Worship Prayer	Relationships Bullying/Cyber Bullying Love Positive relationships Family relationships Personal identity Radicalisation	Buddhism Founding beliefs including: Meditation Eightfold path 4 Noble truths Universal truths	Living in the wider world Financial plans Loans/Interests Budgeting Needs v wants Prejudice & discrimination Social media Self esteem	The Island Birth rites Growing up rites of passage Marriage Community
YEAR 8					
Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing Emotional literacy Cancer awareness Personal safety & first aid Self confidence Teen pregnancy & parenting Mindfulness Vaping/Nicotine	Inspirational people Nelson Mandela Malala MLK Personal inspirational people.	Living in the wider world Career focus Tax & NI Caring for the environment Internet safety – online grooming Personal statements	Islam Foundations Life of the prophet Qur'an 5 pillars: Shahada Salah Swam Zakat Hajj Islamophobia	Relationships Prejudice – Disability, religion, Race, Sexuality Body image – Male focus Domestic conflict Radicalisation	Relationships Safe sex: Sexting & Image sharing Consent Contraception STI's Dangers of pornography
YEAR 9					
Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Living in the wider world Knife Crime Young offenders Antisocial behaviour County lines Human rights	Holocaust Pre-War Europe Law changes Education Ghetto's Propaganda	Relationships Body Image & Media Body Image – Girls focus Eating disorders Abusive relationships	Health and Wellbeing Alcohol awareness Discrimination & the equality act Drugs & the law Coping with stress	Living in the Wider World Crime and punishment What is crime Aims of punishment Prisons Capital punishment	Health and wellbeing Gambling & online gaming Digital footprints Identity and diversity First aid Reproductive health

Workplace & employability	Concentration camp Surviving survival	Child sexual exploitation Immigration LGBT Peer pressure	Growth mindset Mental Health – managing anxiety Why do people Self Harm Selfie obsession Acid attacks	Types of crime	
YEAR 10					
Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Conflict Management FGM Harassment/Stalking Revenge porn Gender & Trans identity Same sex relationships Sexism & Gender prejudice	Relationships Consent & Sexual abuse Safe Sex & Chem sex Relationship break ups Types of relationship Happiness and positivity Body shaming	Living in the wider world Fake news Antisocial behaviour Extremism Overt/Cover Racism Careers – Preparing for work experience. Rights in the workplace CV's	Life and Death Quality of life Views on Life after death (religious and non-religious) Sanctity of life Euthanasia Abortion Suicide Managing grief	Medical Ethics Organ donation Genetic engineering Saviour siblings Fertility and Reproductive health Infertility treatments STEM career	Healthy Living Living sustainably Managing social anxiety Managing time effectively Importance of sleep Binge drinking Homelessness Hate crime Screen time

APPENDIX 2 – RIGHT TO WITHDRAW

Parent/Carer, please complete the form below if you wish to withdraw your child from sex education within the PPD curriculum.

To be completed by parent/carers			
Name of Child		Tutor Group	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within the PPD curriculum			
Any further information you would like the school to consider			
Parent/carers signature			

To be completed by the school	
Agreed actions from discussion with parents	
Date of discussion	
Head teachers' signature	

APPENDIX 3

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

Families	<p>Students should know:</p> <ul style="list-style-type: none"> ➤ 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.	<p>Students should know</p> <ul style="list-style-type: none"> ➤ 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. 28 ➤ 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 the media	<p>Students should know</p> <ul style="list-style-type: none"> ➤ 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.

	<ul style="list-style-type: none"> ➤ what to do and where to get support to report material or manage issues online. ➤ the impact of viewing harmful content. ➤ that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ➤ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ➤ how information and data is generated, collected, shared and used online.
Being safe	<p>Students should know</p> <ul style="list-style-type: none"> ➤ 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	<p>Students should know</p> <ul style="list-style-type: none"> ➤ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ➤ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing. ➤ the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ➤ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ➤ that they have a choice to delay sex or to enjoy intimacy without sex. ➤ the facts about the full range of contraceptive choices, efficacy and options available. ➤ the facts around pregnancy including miscarriage. ➤ that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ➤ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ➤ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ➤ how the use of alcohol and drugs can lead to risky sexual behaviour. ➤ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	<p>Students should know</p> <ul style="list-style-type: none"> ➤ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ➤ that happiness is linked to being connected to others. ➤ how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g., anxiety and depression). ➤ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ➤ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms	<p>Students should know</p> <ul style="list-style-type: none"> ➤ the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ➤ how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Students should know</p> <ul style="list-style-type: none"> ➤ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ➤ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ➤ about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Students should know</p> <ul style="list-style-type: none"> ➤ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs alcohol and tobacco	<p>Students should know</p> <ul style="list-style-type: none"> ➤ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ➤ the law relating to the supply and possession of illegal substances. ➤ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ➤ the physical and psychological consequences of addiction, including alcohol dependency. ➤ awareness of the dangers of drugs which are prescribed but still present serious health risks. ➤ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Students should know</p> <ul style="list-style-type: none"> ➤ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ➤ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ➤ (Late secondary) the benefits of regular self-examination and screening. 38 ➤ the facts and science relating to immunisation and vaccination. ➤ the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Students should know</p> <ul style="list-style-type: none"> ➤ basic treatment for common injuries. ➤ life-saving skills, including how to administer CPR.15 ➤ the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Students should know</p> <ul style="list-style-type: none"> ➤ key facts about puberty, the changing adolescent body and menstrual wellbeing. ➤ the main changes which take place in males and females, and the implications for emotional and physical health.