



# RELATIONSHIPS AND SEX EDUCATION POLICY

## ***Introduction***

Relationship and Sex Education (“RSE”) at the Academy School is about the emotional, social, cultural development of pupils, and involves learning about healthy lifestyles, diversity and personal identity.

RSE education is provided to our pupils alongside of the Personal, Social, Health and Citizenship Education (PHSCE) curriculum. We use RSE with regards to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions in an age appropriate way. We do not use RSE as a means of promoting any particular form of sexual orientation. The policy is reviewed and updated on an annual basis and is approved by the Board of Academy School (Hampstead) LLP.

Our RSE curriculum has been devised with regard to DFE guidance, in particular Relationships Education, Relationships And Sex Education (RSE) and Health Education, last updated July 2020; Relationships Education (Primary), last updated July 2020; and Physical Health and Mental Well-being (Primary and Secondary), last updated July 2020. We have also actively sought the views of our parents and incorporated that into our curriculum and schemes of work.

## ***Aims and Objectives***

We aim: -

- To promote the spiritual, moral, cultural, mental, and physical development of the pupils at our school;
- To prepare our pupils for the opportunities, responsibilities, and experience of adult life;
- To work towards these aims in partnership with our parents; and
- To clarify the content and manner in which RSE is delivered in our school.

## ***Curriculum***

### ***Years 2 to Year 6***

- The importance of building positive relationships involving trust and respect with others
- How to build positive relationships with others and themselves
- Respect for the views of other people with a willingness to be open-minded
- Safe on-line behaviour and relationships
- Physical and mental well-being
- Exploring moral questions
- Appropriate and inappropriate or unsafe physical contact and what to do if the pupil has concerns

- Having respect for one's own body, including consent

### ***Years 5 and 6 only***

- Preparing pupils for the changes that adolescence brings, including the physical development of their bodies as they grow into adults
- The way humans reproduce
- Understanding the nature and importance of consent
- Recognising bullying, abuse and discrimination

### ***Years 7 and 8***

- The importance of building positive relationships involving trust and respect with others
- How to build positive relationships with others and themselves and appreciating the different types of relationships including romantic or intimate relationships
- Recognising different relationship values and how they can be influenced by cultural upbringing
- Evaluating expectations about gender roles, behaviour and intimacy within romantic relationships
- Forming and maintain respectful relationships
- Exploring contraception and parenthood
- Exploring social influences on behaviour and how to deal with them

The RSE Schemes of Work are attached.

### ***How RSE is taught***

- RSE is taught within the context of the PSHCE curriculum and is delivered within dedicated RSE/PSHCE lessons, Assemblies, science and other subject lessons and through specific discussions and interventions, particularly involving the Head and school counselor
- In science lessons we follow the National Curriculum and in Key Stage 2 we teach life processes and the main stages of the human life cycle. This is enhanced and developed in Key Stage 3.
- Teachers have been taught to treat all questions relating to RSE with sensitivity and respect. By the end of Key Stage 2 we ensure that pupils know how babies are born and their bodies change during puberty. We encourage our pupils to ask for help if they need it.
- We make use of visits and events such as LGBTQ+ history month with a focus on Families, Love and Self-expression to further instill aspects of RSE.

- RSE as with all subjects is delivered in a way that makes it accessible to all pupils including those with learning needs, and in particular with social interaction and communications needs e.g. pupils on the autism or ADHD.

### ***The role of the School***

The primary role in children's sex education lies with parents and carers. Therefore it is vital to ensure good communication and understanding between the school and parents. We have explained to the parents the approach we are taking to RSE and they are aware of the curriculum and schemes of work which are held on the school's website. We are open and have requested any comments and questions from parents and will take seriously any issues that parents raise with teachers about this policy or the arrangements for sex education in the school.

Parents have the right to withdraw their child from all, or part, of the sex education lessons. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head.

### ***Confidentiality***

All RSE lessons are conducted with sensitivity and in confidence. However if a child makes a reference to being involved, or likely to be involved, in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that she or he may have been a victim of abuse. If the teacher has concerns, they will draw them to the attention of the DSL. The DSL will then deal with the matter in line with school's Child Protection Policy.

### ***Access to the RSE curriculum for all pupils including those with SEND***

We ensure that RSE teaching is accessible to all of our pupils. We provide high quality teaching that is differentiated and personalized. We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. We recognize that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE is particularly important for those with Emotional and Mental Health needs or learning disabilities. We will tailor content and teaching to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### ***Equalities Act***

The school has taken account of its obligations under the Equalities Act in creating and implementing its RSE programme. The school's overall approach to its obligations under the Equalities Act is set out in its Equalities Policy. In designing and teaching RSE the school has taken positive action, where it can be shown to be proportionate, to deal with particular disadvantages affecting

one group because of a protected characteristic. The school provides additional support to pupils with particular protected characteristics where it feels this would be appropriate. The school fosters healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provides an environment which challenges perceived limits on pupils based on their gender or any other characteristics. We develop a culture where everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated and any occurrences are identified and tackled. Staff are aware that they have an important role to play in modeling positive behaviours.

The school has developed its RSE teaching taking account of the Department's advice, including that contained within Keeping Children Safe in Education 2023. The school makes clear in its teaching and approach that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not inevitable part of growing up. We ensure that there is an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This treatment ensures that pupils treat each other well and go on to be respectful and kind adults.

### ***Parental Rights***

We inform all parents about the content being covered in RSE education lessons and provide them with an example of the type of lessons that will be taught. We recognize that parents have the final decision regarding their child's RSE. Some of the topics involving sex education discussed may be deemed inappropriate to the background and beliefs of individual parents and their child. In such cases, we will fully uphold the right of the parent to withdraw their child from aspects of the course. In these circumstances the pupil will be expected to undertake private study in an alternative location in the school.

Revised and updated by Andrew Sandars

Approved by the Board of Academy School (Hampstead) LLP

August 2026

Next review date : August 2027

The following topics are covered across assemblies, PSHE, and subject lessons:

| Year 2 & 3                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Autumn Term</b></p>  | <p><b>Skills:</b></p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> <li>• Clear and confident speaking skills.</li> <li>• Effective discussion skills, e.g., respecting one another's views and ideas.</li> <li>• To use and understand correct vocabulary when learning about topics such as citizenship, monarchy, and Parliament.</li> </ul> <p><b>Topics:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>1st Half</p>            | <p><b>Preparing to play an active role as citizens</b></p> <ul style="list-style-type: none"> <li>• Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England.</li> <li>• Pupils are taught the nature and value of democracy and how it compares with other political institutions such as monarchy, theocracy and dictatorship. These methods of Government are put in their historical context, both within the United Kingdom and in other countries.</li> <li>• Pupils are taught the different ways of carrying out shared responsibilities for protecting the environment in school and at home. They learn how everyday choices can affect the environment (e.g., reducing, reusing, recycling, food choices).</li> </ul>                                                                                                                                                                                                                                                                                                    |
| <p>2<sup>nd</sup> Half</p> | <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Pupils are taught to understand that responsibilities, rights and duties can be different at home, school and in the wider community, and that these can sometimes conflict with each other.</li> <li>• Pupils are taught to recognise the range of national, regional, religious and ethnic identities in the United Kingdom. They are taught the importance of showing mutual respect and tolerance towards those with different faiths and beliefs. Pupils are taught to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>• Pupils are taught about diversity: what it means and the benefits of living in a diverse community. Ensure that pupils understand that all people are equal whatever their beliefs or ways of life and they should be respected, particularly those falling under the protected characteristics set out in the 2010 Act.</li> </ul> |

## Spring Term

1<sup>st</sup> Half

### Public Institutions and Services in England

- Pupils are taught the nature and role of Monarchy, Parliament and the Supreme Court in modern society. They are taught how these institutions operate and make their decisions.
- It is explained to pupils how basic services are provided to the community including water, electricity, gas, telephone communication etc.
- Pupils are taught about the importance of the National Health Service.

2<sup>nd</sup> Half

### Spiritual Education

- Pupils learn to appreciate the nature of faith and religion and how they have evolved over time.
- Pupils are taught about the nature of the major religions: Christianity, Islam, Judaism, Hinduism, and Buddhism.

## Summer Term

1<sup>st</sup> Half

### Health and Wellbeing

- Pupils are taught the importance of a healthy diet and lifestyle. Pupils are taught what 'good' physical health means and how exercise, sleep, lifestyle and diet contribute to this.
- Pupils learn how to predict, assess and manage risk in different situations. They learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.
- Pupils are taught the importance of a healthy diet and lifestyle. They learn how to make informed decisions regarding their health and what constitutes a balanced diet. Pupils are taught that mental health, just like physical health, is vital for personal wellbeing.
- Pupils are taught how to recognise their personal strengths and achievements and how this contributes to their self-concept and self-worth.

2<sup>nd</sup> Half

### Relationships

- Pupils are taught about different types of relationships (e.g., friendships, family relationships, romantic relationships).
- Pupils are introduced to what constitutes positive relationships (kindness, respect, truthfulness etc.).
- Pupils are taught to recognise other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other in times of difficulty.
- Pupils are taught to recognise and respect different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents). They are taught that families of all types can give family members love, security and stability.
- Pupils are taught about the importance of friendships and strategies for building positive friendships (e.g., mutual

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| <p><b>RSE*:</b></p> | <p>respect, trust, kindness, truthfulness, loyalty, generosity, sharing interests and experiences, support with problems and difficulties).</p> <p><b>Relationships: My Family</b></p> <ul style="list-style-type: none"> <li>• Different types of relationships and what makes them positive and healthy.</li> <li>• Family life, including care, commitment, support and managing change or loss.</li> </ul> <p><b>Relationships: Other's Families</b></p> <ul style="list-style-type: none"> <li>• Respecting different family structures, cultures, traditions and lifestyles.</li> <li>• Trusted adults, respectful communication and staying safe with unfamiliar adults.</li> </ul> <p><b>Relationships: Friendship</b></p> <ul style="list-style-type: none"> <li>• Building positive friendships through kindness, respect, trust and support.</li> <li>• Recognising bullying and hurtful behaviour and knowing how to respond and seek help.</li> <li>• Respecting differences and recognising similarities.</li> </ul> |
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|                                                      | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Autumn Term</b></p> <p>1<sup>st</sup> Half</p> | <p><b>Skills:</b></p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> <li>• Effective discussion skills e.g., respecting one another's views and ideas.</li> <li>• Building upon effective discussion skills to develop competent debating skills. Understand how to effectively debate a topic.</li> <li>• To use and understand correct vocabulary when learning about these topics e.g., colonialism, commonwealth, and discrimination.</li> </ul> <p><b>Topics:</b></p> <p><b>Preparing to play an active role as citizens</b></p> <ul style="list-style-type: none"> <li>• Pupils discuss and debate topical issues, problems and events. Comparisons are made between issues and events of today with equivalent historical events. The issues are put in their historical context including current terrorism and racism.</li> <li>• Pupils are taught about the Commonwealth and the history of British involvement around the world. They learn about the impacts of British Colonialism and how to move forward in a fair and inclusive way.</li> </ul> |

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| <p>2<sup>nd</sup> Half</p>                        | <ul style="list-style-type: none"> <li>Pupils are encouraged to have respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Pupils are taught what the protected characteristics are: age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Pupils are taught about the process of creating and enforcing rules and laws, as well as how different societies establish their legal systems.</li> <li>Pupils are taught to understand that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment.</li> <li>Pupils are taught about the broad range of different jobs/careers that people can have, and that people often have more than one career/type of job during their life. They are also taught that a person's career aspirations should not be limited by stereotypes inside or outside the workplace.</li> </ul> |
| <p><b>Spring Term</b><br/>1<sup>st</sup> Half</p> | <p><b>Public Institutions and Services in England</b></p> <ul style="list-style-type: none"> <li>Pupils are taught the role and responsibilities of the various institutions forming the criminal justice system, including the police, the law courts and the prisons. It is explained that living under the rule of law protects individual citizens and is essential for their well-being and safety.</li> <li>Pupils are taught an understanding of how citizens can influence decision making through the democratic process. Pupils participate in elections through the school council and mock elections when there are significant political events.</li> <li>The role of Voluntary organizations and charities, such as the Red Cross, is explained. This explanation is enhanced through the charitable work of the pupils themselves.</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <p>2<sup>nd</sup> Half</p>                        | <p><b>Spiritual Education</b></p> <ul style="list-style-type: none"> <li>Pupils are taught the spiritual basis of ethical practices including behaviour, duties, rights, and responsibilities, and how these are addressed by different religions.</li> <li>Pupils begin to explore and become familiar with life's big spiritual and philosophical questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Summer Term</b><br/>1<sup>st</sup> Half</p> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>The role of a balanced diet and healthy lifestyle is recapped from previous learning.</li> <li>Pupils learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>2<sup>nd</sup> Half</p> <p><b>RSE*:</b></p> | <ul style="list-style-type: none"> <li>Pupils are taught about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>The importance of positive relationships is recapped from previous learning.</li> <li>Pupils are taught to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face. They learn about the risks of communicating online with others.</li> <li>Pupils are taught how to recognise pressure from others to do something unsafe and strategies for managing this.</li> <li>Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. They learn about strategies to respond to and report hurtful behaviour experienced or witnessed, offline and online.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Understanding online relationships and the risks of communicating with others online.</li> <li>Recognising pressure, unsafe behaviour and online identity/presentation.</li> <li>Strategies for staying safe and managing online risks.</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>Understanding online bullying, its impact and how it differs from offline bullying.</li> <li>Knowing how to respond to, report and seek help for hurtful behaviour.</li> <li>Understanding consent, privacy, personal information and boundaries.</li> <li>Managing risks when communicating with people not known face-to-face.</li> </ul> <p><b>Relationships: Friendship</b></p> <ul style="list-style-type: none"> <li>Developing positive friendships based on kindness, respect and honesty.</li> <li>Managing conflict, emotions and changing friendships.</li> <li>Recognising unsafe or uncomfortable friendships and knowing when to seek support.</li> </ul> |
|                                                | <p><b>Year 5</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Autumn Term</b></p>                      | <p><b>Skills:</b></p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> <li>Effective discussion skills e.g., respecting one another’s views and ideas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| 1 <sup>st</sup> Half                       | <ul style="list-style-type: none"> <li>• Building upon effective discussion skills to develop competent debating skills. Understand how to effectively debate a topic.</li> <li>• Understand how to effectively research in preparation for a debate.</li> <li>• To use and understand correct vocabulary when learning about these topics e.g., equality, prejudice, and ethics.</li> </ul> <p><b>Topics:</b></p> <p><b>Preparing to play an active role as citizens</b></p> <ul style="list-style-type: none"> <li>• Pupils discuss and debate topical issues, problems and events. Comparisons are made between issues and events of today with equivalent historical events. The issues are put in their historical context including current terrorism and racism.</li> <li>• Pupils imagine that they are present during historical periods, such as the Industrial Revolution and the Blitz, and they write about what their experiences might have been.</li> <li>• Pupils are encouraged to resolve differences by looking at alternatives, making decisions, and explaining their choices.</li> <li>• Pupils are encouraged to have respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Pupils are taught what the protected characteristics are: age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</li> </ul> |
| 2 <sup>nd</sup> Half                       | <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Pupils are encouraged to recognise the differences between voluntary community groups and pressure groups.</li> <li>• Pupils are taught about stereotypes and prejudice. They are taught how to recognise behaviours/actions which discriminate against others and ways of responding if witnessed or experienced.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Spring Term</b><br>1 <sup>st</sup> Half | <p><b>Public Institutions and Services in England</b></p> <ul style="list-style-type: none"> <li>• Pupils are taught how local authorities function and the services they provide to the local community including refuse collection and recycling.</li> <li>• Pupils are taught an understanding of how citizens can influence decision making through the democratic process. Pupils participate in elections through the school council and mock elections when there are significant political events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2 <sup>nd</sup> Half                       | <p><b>Spiritual Education</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to appreciate a moral framework in life providing a sense of identity, self-worth, personal insight, meaning and purpose.</li> <li>• Pupils begin to explore and become familiar with life's big spiritual and philosophical questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Summer Term</b>   | <ul style="list-style-type: none"> <li>Pupils are taught the spiritual basis of ethical practices including behaviour, duties, rights and responsibilities, and how these are addressed by different religions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1 <sup>st</sup> Half |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2 <sup>nd</sup> Half | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Pupils are taught about the importance of keeping personal information private. They are taught strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others. Pupils learn what to do if they are frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Pupils recap positive relationships, online safety and peer pressure from previous learning.</li> <li>Pupils are taught that forcing anyone to marry against their will is a crime and that help and support is available to people who are worried about this for themselves or others.</li> <li>Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. They learn about strategies to respond to and report hurtful behaviour experienced or witnessed, offline and online.</li> </ul> <p><b>Relationships: Law &amp; Legislation</b></p> <ul style="list-style-type: none"> <li>Online safety, privacy and managing requests for personal information or images.</li> <li>Introduction to laws around consent, relationships and forced marriage.</li> <li>Understanding personal rights and respecting the rights of others.</li> </ul> <p><b>Relationships: Friendships</b></p> <ul style="list-style-type: none"> <li>Positive relationships, mutual respect and how behaviour affects others.</li> <li>Recognising and responding to bullying, hurtful behaviour and discrimination.</li> <li>Knowing how to seek help and report concerns, and understanding the value of positive friendships.</li> </ul> <p><b>Sex Education: Puberty</b></p> <ul style="list-style-type: none"> <li>Using anatomically correct terminology and understanding physical and emotional changes during puberty.</li> <li>Addressing misconceptions and encouraging questions.</li> <li>Understanding appropriate and inappropriate physical contact.</li> </ul> |
| <b>RSE*:</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                    | <b>Year 6</b>  |
| <b>Autumn Term</b> | <b>Skills:</b> |



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| <p>2<sup>nd</sup> Half</p> <p><b>Summer Term</b></p> <p>1<sup>st</sup> Half</p> <p>2<sup>nd</sup> Half</p> <p><b>RSE*:</b></p> | <ul style="list-style-type: none"> <li>• Pupils recap the roles of institutions and services in England.</li> <li>• Pupils are taught an understanding of how citizens can influence decision making through the democratic process. Pupils participate in elections through the school council and mock elections when there are significant political events.</li> <li>• Pupils are taught about the UK's decision to leave the European Union and the impact of it on our daily lives.</li> </ul> <p><b>Spiritual Education</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to appreciate a moral framework in life providing a sense of identity, self-worth, personal insight, meaning and purpose.</li> <li>• Pupils begin to develop their own personal understanding of their spiritual, moral and religious identity and what this means to them.</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to identify the external genitalia and internal reproductive organs, in males and females, and how the process of puberty relates to human reproduction.</li> <li>• Pupils are taught about the physical and emotional changes that happen when approaching and during puberty, including menstruation, key facts about the menstrual cycle, menstrual wellbeing, erections, and wet dreams.</li> <li>• Pupils are taught about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol, and medicines) and their negative impact on health.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Pupils are taught that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>• Pupils are taught to recognise different types of physical contact. They learn what is acceptable/unacceptable and the strategies to respond to unwanted physical contact. Pupils are taught about seeking and giving permission (consent) in different situations.</li> <li>• Pupils are taught about how the media portrays relationships and the potential impact of this on peoples' expectations of relationships.</li> <li>• Pupils are taught to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. They learn that everyone, including them, should expect to be treated politely and with respect, in school and in wider society.</li> </ul> <p><b>Sex &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• Puberty, reproductive organs and sexual reproduction.</li> <li>• Appropriate and inappropriate physical contact.</li> </ul> |
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|                      | <ul style="list-style-type: none"> <li>• Consent and responding to unwanted contact.</li> <li>• Media and realistic relationship expectations.</li> </ul> <p><b>LGBTQ+ Education</b></p> <ul style="list-style-type: none"> <li>• Sexual orientation, attraction and gender identity.</li> <li>• LGBTQ+ equality and legal changes.</li> <li>• Challenging discrimination and seeking help.</li> </ul> <p><b>Relationships &amp; Consent</b></p> <ul style="list-style-type: none"> <li>• Consent must be freely given and can be withdrawn.</li> <li>• Respect, self-respect and healthy boundaries.</li> <li>• Online safety, privacy and reporting concerns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                      | <b>Year 7 &amp; 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Autumn Term          | <p><b>Skills:</b></p> <p>Developed over the academic year:</p> <ul style="list-style-type: none"> <li>• Well-practised and effective discussion skills e.g., respecting one another's views and ideas.</li> <li>• Well-honed and effective debating skills, showcasing a deep understanding of how to engage in compelling debates and conduct thorough research to prepare for discussions.</li> <li>• Strong abilities to navigate difficult and controversial discussions respectfully, with peers and adults who may have alternative views to their own.</li> <li>• To use and understand correct vocabulary when learning about these topics e.g., biphobia, transphobia, and ableism.</li> </ul> <p><b>Topics:</b></p> <p><b>Preparing to play an active role as citizens</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.</li> <li>• Pupils are encouraged to have respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Pupils are taught what the protected characteristics are: age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</li> <li>• Pupils are taught about the benefits of charitable work, in Britain and overseas. They learn how they can contribute positively to the lives of those living and working in the locality and society.</li> </ul> |
| 1 <sup>st</sup> Half |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p>2<sup>nd</sup> Half</p>                                            | <ul style="list-style-type: none"> <li>Pupils have the opportunity to engage in fund-raising and active community work for a chosen charity.</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Employment and future career: Pupils learn 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.</li> <li>Pupils are taught about different types and patterns of work, including employment, self-employment and voluntary work. They learn that everyone has a different pathway through life, education and work.</li> <li>Pupils are taught the benefits of setting ambitious goals and being open to opportunities in all aspects of life.</li> </ul>                                                        |
| <p>Spring Term<br/>1<sup>st</sup> Half</p>                            | <p><b>Public Institutions and Services in England</b></p> <ul style="list-style-type: none"> <li>Pupils are taught an understanding of how citizens can influence decision making through the democratic process. Pupils participate in elections through the school council and mock elections when there are significant political events.</li> <li>Pupils recap the roles of the Monarchy, Parliament and the Supreme Court, NHS, charitable organisations, local authorities, criminal justice system, including the police, the law courts and the prisons.</li> <li>Pupils recap the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>Pupils learn how to discuss the current issues surrounding these institutions and services.</li> </ul> |
| <p>2<sup>nd</sup> Half</p> <p>Summer Term<br/>1<sup>st</sup> Half</p> | <p><b>Spiritual Education</b></p> <ul style="list-style-type: none"> <li>Pupils learn to respect and value differing spiritual beliefs to their own.</li> <li>Pupils are taught how to effectively engage in discussion surrounding topics such as religion and spirituality.</li> <li>Pupils learn to reflect upon their own spirituality and accept how it might change as they age and develop.</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Pupils are taught to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. They learn about the personal/social risks and consequences of substance use and misuse, including occasional use.</li> </ul>                                                                                                               |

2<sup>nd</sup> Half

**RSE\*:**

- Pupils are taught how to identify risk and manage personal safety in increasingly independent situations, including online.
- Pupils are taught about the purpose, importance and different forms of contraception; how and where to access contraception and advice.

### **Relationships**

- Pupils develop strategies to deal with peer-to-peer abuse. They learn how to report this and who to tell both in school and outside school.
- Pupils learn about the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. They learn to recognise when others are using manipulation, persuasion or coercion and warning signs. Pupils are taught how to report abusive behaviours, how to respond and support for themselves/others.
- Pupils learn that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).
- Pupils learn to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.
- Pupils are taught 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. They learn how to seek, give, not give and withdraw consent (in all contexts, including online).
- Pupils learn about legal issues surrounding sex, consent and distribution of indecent images.

### **Sex, Relationships, Health & Wellbeing**

- Contraception, sexual health and STI prevention.
- Understanding how barrier contraception can reduce STI risk.

### **Relationships & Safety**

- Recognising and responding to peer-on-peer abuse.
- Grooming, harassment, abuse, violence, exploitation and coercion.
- Managing risks and staying safe, including online.
- Understanding AI: Explore the potential risks and dangers of AI, including misinformation, loss of privacy, inappropriate content and over-reliance, and understand why AI should be used cautiously and not as a replacement for our own thinking and learning.

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|  | <ul style="list-style-type: none"> <li>• How to report concerns and support yourself and others.</li> </ul> <p><b>Consent &amp; Positive Relationships</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships, gender roles and expectations.</li> <li>• Understanding consent, pressure and coercion, including online.</li> <li>• Legal issues around sex, consent and sharing indecent images.</li> <li>• Online influence: recognising harmful or misleading ideas about gender roles and relationships, understanding how young people can be targeted or manipulated online, staying safe, and knowing when to question or challenge harmful content.</li> </ul> |
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**RSE\*:** RSE is generally taught as part of the PSHE and Citizenship scheme of work, but may also be taught or revisited as separate topics throughout the year. The distinct RSE content is designed to allow teachers to decide when topics are most naturally and appropriately taught within the curriculum, based on the needs of the cohort. This may be through relevant PSHE relationship topics or as distinct lessons across the year, particularly when important issues arise through the news, incidents, or concerns raised by parents or the wider school community. Additional information relating to RSE can be found in the separate RSE Scheme of Work, including listed teaching points, guidance and suggested resources.

**Links:** Specific days and events can be used as stimuli to create assemblies, projects and/or lessons which incorporate the key themes of the PSHE and Citizenship curriculum.

1. Black History Month
2. International Women's Day
3. Holocaust Memorial Day
4. Children's Mental Health Week
5. World Earth Day