



Making a Difference

Phoenix Park Academy



PSHE and Relationships and Sex Education Policy (from 2020)

[Phoenix Park Academy and Sevenhills Academy]

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WELLSPRING

We Make A Difference

Contents

1. Aims	3
2. Statutory requirements	4
3. Policy development	5
4. Definition	6
5. Curriculum	7
Intent	7
6. Delivery of RSE	9
7. Roles and responsibilities	10
8. Parents' right to withdraw	13
9. Training	13
10. Monitoring arrangements	13
Appendix 1: Curriculum map	14
Appendix 2: By the end of primary school students should know	21
Appendix 2: By the end of secondary school students should know	24
Appendix 3: Parent form: withdrawal from sex education within RSE	27
Appendix 4: Parent/ Carer letter	28

1. Aims

The aims of relationships and sex education (RSE) at our school 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

We believe sex education is best defined as ‘...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity’. (Sex Education and Relationship Education Guidance 2000).

In our academies PSHE and RSE are part of the personal, social and health education curriculum. Through PSHE and RSE we inform children about sexual issues but in the context of morality and individual responsibility. This allows children to ask and explore moral questions. Under no circumstance do we use sex education as a means of promoting any form of sexual orientation.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all students receive appropriate, accurate and honest answers to their questions about SRE.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

2. Statutory requirements

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of students at Phoenix Park Academy and Sevenhills Academy, preparing them for the opportunities, responsibilities and experiences of later life. We have incorporated a programme of study developed from the PSHE Association's Thematic Schemes of Work Planning Toolkit, which is recommended by the Department for Education. Our programme of Study not only reflects the specific needs of the students but also reflects the universal needs shared by all students.

In our Primary Academy setting:

As a primary academy school, we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

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

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Phoenix Park Academy we teach RSE as set out in this policy.

In our Secondary Academy settings:

As a secondary academy school we must provide RSE to all students 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.

At Phoenix Park Academy and Sevenhills Academy we teach RSE as set out in this policy.

In all our academy settings relationship and health education will be taught as part of our PSHE curriculum.

3. Policy development

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

1. Review – members of staff as part of a working group pulled together all relevant information including relevant national and local guidance working with the Wellbeing Service as part of NELC. Staff attended RSE training in preparation for the implementation of RSE.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend meetings and complete questionnaires about the policy.
4. Students' consultation – we investigated what exactly students want from their RSE through lesson engagement and questionnaires.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

In our Primary Academy setting:

In our primary setting RSE focusses on teaching the fundamental building blocks and characteristics of positive relationships such as friendships, family relationships, and relationships with other children and with adults. This includes both offline and online.

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' mean that Relationships Education is compulsory in England for all primary aged children. There is no parental right to withdraw a child from Relationships Education.

In the primary phase students will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

They will be taught key relationship building blocks such as; how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Students in the primary phase will also learn about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

In the later primary years it is imperative that children are prepared for the transition phase into secondary education, the changes that adolescence brings and the body changes they may begin to notice. Through the school's primary science curriculum children will begin to learn about main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals as well as how a baby is conceived and born.

In our Secondary Academy settings:

In our secondary settings RSE focusses on teaching the information students need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is designed to enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what acceptable and unacceptable behaviour in relationships is. There is emphasis throughout on the positive effects that good relationships have on their mental wellbeing, identifying when relationships are not right and understanding how such situations can be managed.

Relationships and Sex Education at Phoenix Park Academy and Sevenhills Academy do not encourage early sexual experimentation. Instead, it teaches students to understand human sexuality and to respect themselves and others. It enables students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. The RSE offer at Phoenix Park Academy and Sevenhills Academy should support students throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time and within the context of loving, caring and mutually consenting relationships.

5. 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, students and staff, taking into account 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 don't seek answers online.

Intent

Our school's overarching intent for our students is to provide a Personal, Social, Health and Economic (PSHE) education programme which incorporates Relationship and Sex Education (RSE) which ensures all students are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a student indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Teaching PSHE to children with special needs

All students, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect students' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE & RSE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE & RSE targets.

For gifted and talented students, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Equality and Diversity

At Phoenix Park Academy and Sevenhills Academy, PSHE & RSE lessons is accessible to every student. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

Implementation

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and

changing **Core Theme 2:**

Relationships Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both students' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all students as well as the specific needs of the students at our school.

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

6. 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, and other aspects are included in RSE as embedded lessons.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

In our Primary Academy setting:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

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

In our Secondary Academy setting:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the PSHE & RSE policy, and hold the Executive Principal to account for its implementation.

The Governing Body has:

- appointed a member of staff to be responsible for Personal, Social and Health Education including Relationship and Sex Education;
- delegated powers and responsibilities to the Executive Principal to ensure all school personnel and stakeholders are aware of and comply with this policy;
- produced a policy outlining the rationale and organisation of the Relationships and Sex Education (RSE) programme;
- a duty to inform parents/carers of the policy;
- a duty to inform parents/carers of their right of withdrawing their child from part of the school's SRE programme if they so wish [complying with the right to withdraw clause]
- responsibility for ensuring that the school complies with all equality legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the School Council in:
 - organising surveys to gauge the thoughts of all students;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Executive Principal and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body as appropriate;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

7.2 The Executive Principal/ Head

The Executive Principal/ Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (section 8).

The Executive Principal/ Head will:

- implement the policy;
- ensure all school personnel, students and parents/carers are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any
 - monitor difficult issues with sensitivity the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with Students, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual students
- › Responding appropriately to students whose parents wish them to be withdrawn from the [non- statutory/non-science] components of RSE
- › Comply with all aspects of this policy;
- › Use a variety of teaching methods and resources to deliver the SRE programme;
- › Implement the school's equalities policy and schemes;
- › Report and deal with all incidents of discrimination;
- › Attend appropriate training sessions on equality;
- › Report any concerns they have on any aspect of the school community

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 Head. All staff have a responsibility for teaching

PSHE across all key stages with key staff members responsible for teaching RSE across all sites.

Staff responsible for delivering RSE:

Phoenix Park Academy: Kelly Spence and Phil

Burns

Sevenhills Academy: John Mansfield and Lisa

Reeder

7.4 Students

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

Students will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- be encouraged to ask questions in order to further develop their knowledge, skills and attitudes;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

7.5 Parents/Carers

All parents/carers must:

- acknowledge that they have a primary role in their child's PSHE & RSE programme;
- be fully aware of the school's PSHE & RSE policy;
- ask any pertinent questions regarding their child's sex education at the school;
- be aware of their rights of withdrawing their child from of the [non-statutory/non-science] RSE programme that we teach in this school.
- take part in periodic questionnaires/surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

8. Parents' right to withdraw

In our Primary Academy setting:

Parents do not have the right to withdraw their children from relationships education.

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

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

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

In our Secondary Academy setting:

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 head.

A copy of withdrawal requests will be placed in the student's educational record. The head will discuss the request with parents and take appropriate action, tailored to the students' individual needs and situation.

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

9. Training

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

The head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Phil Burns.

Monitoring arrangements, such as planning scrutiny, learning walks will be calendared by SLT & HoC. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachel Patchett and John Mansfield annually. At every review, the policy will be ratified by the Governors .

Appendix 1: Curriculum map

Relationships and sex education curriculum map

KS2 Curriculum Map



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

KS3 and KS4 Curriculum Map

Key Themes

Families	Intimate & Sexual Relations, Including Sexual Health	Pornography – linked to the laws
Respectful Relationships including Friendships	Drugs and Alcohol misuse	Married and Civil Partnerships
Online and Media - online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	Child Sexual Exploitation and Child Criminal Exploitation (for example, through gang involvement or 'county lines' drugs operations)	Abortion
Being safe online and offline	Domestic Violence in relationships	Sexuality, Gender Identity and Sexual Orientation
Extremism/ Radicalisation	Hate Crime	Female genital mutilation (FGM)

Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Curriculum Cycle 1 and 2 for KS3

Age Group	My self-identity	Society and me	Employability and me	My health and wellbeing	Media and safety	Relationship and me
Year 7 – 9 KS3 Cycle 1	<ul style="list-style-type: none"> ▪ Personal beliefs and values ▪ Self-identity ▪ Self-image ▪ Self-esteem ▪ Emotional intelligence ▪ Diversity ▪ Relationships including marriage and forced marriages ▪ Sexual orientation ▪ Respecting someone’s right to hold opinions different from mine ▪ Influences that surround us ▪ Peer pressures 	<ul style="list-style-type: none"> ▪ Equality and inequality ▪ Social injustice ▪ Cultural differences and how they can cause conflict ▪ Racism ▪ Homophobia & biphobia ▪ Transphobia ▪ Different cultures ▪ Prejudice and types of discrimination ▪ Importance of community ▪ Extremism and radicalisation ▪ Individual liberty ▪ Self-awareness and mental health ▪ Mental ill-health including disorders 	<ul style="list-style-type: none"> ▪ Future dreams and aspirations ▪ The importance of money ▪ Jobs and careers ▪ Motivation ▪ Employability skills ▪ Employability ▪ Differences between employee and employer ▪ Apprenticeships ▪ Traineeships ▪ Post 16 aspirations ▪ Occupations in the local labour market ▪ Networking ▪ Personal branding ▪ Online and offline persona ▪ Debts and gambling 	<ul style="list-style-type: none"> ▪ Mental health ▪ Physical health – diet, exercise, FGM ▪ Identify some of the influences that could impact negatively on a person’s mental and physical health - smoking, alcohol use, drug misuse ▪ Substance misuse and its impact on overall long term health ▪ Resisting peer pressure when it could lead to unwanted risk. ▪ Risk management online and offline ▪ Personal safety strategies 	<ul style="list-style-type: none"> ▪ Identifying the influences from media(including social media) ▪ Online safety ▪ Identifying relationship skills ▪ Domestic abuse and violence ▪ Identifying signs of coercive control in relationships ▪ Manipulation and intimidation in relationships ▪ Harassment and stalking ▪ Support networks and agencies if a person is in a controlling relationship ▪ Taking personal responsibility ▪ Exploitation, including ‘county lines’ and gang culture 	<ul style="list-style-type: none"> ▪ Relationships ▪ Sexual orientation ▪ Gender identity ▪ Attraction ▪ Trust ▪ Independence ▪ The meaning of consent ▪ Understanding conception ▪ Types of contraception ▪ Sexually transmitted infections ▪ Identifying where to access support and help there are concerns about a relationship issue ▪ Attitudes to pornography

Age Group	Influences on me	Equality and me	My dreams and goals	Managing my emotions	Relationships and me	Preparing for adulthood
Year 7 – 9 KS3 Cycle 2	<ul style="list-style-type: none"> Exploring Identity Internal and external influences Self-awareness and taking responsibility Managing my mental health FGM Friendships Healthy and unhealthy relationships with others both online and offline Risk taking online and offline Safety strategies and online reporting of risks 	<ul style="list-style-type: none"> Equality versus inequality Understanding protected characteristics in law Prejudice and discrimination Bullying and intimidation Stereotyping Diversity in a multicultural society Extremism and radicalisation 	<ul style="list-style-type: none"> Identifying my dreams and goals Exploring responsible choices Differences between risk taking and unsafe choices that could affect a person's dreams and goals Debt and risks from gambling Motivation and aspirations Employability skills Interpersonal skills Enterprise skills Responding in an emergency situation Basic first aid Health and safety 	<ul style="list-style-type: none"> Health and disease Personal hygiene Coping strategies Managing emotions Stress and knowing the triggers Lifestyle choices – drugs, alcohol, smoking, vaping 	<ul style="list-style-type: none"> Behaviours that help make relationships healthy Conflict resolution Intimate relationships Different types of relationships Sexual orientation Gender identity Different types of behaviour – passive, aggressive, assertive Interpersonal skills Personality traits Wellbeing and mental health in relationships 	<ul style="list-style-type: none"> Changes people may experience during puberty Body image Biological changes Menstrual cycle Human reproductive systems Understanding conception Types of contraception Fertility and IVF Parenting - what to consider before having starting a family Different families and parental responsibilities Changing relationships

Age Group	My health – My differences	Healthy Me	Safety, Equality and Community	Healthy Me, Changing Me	Life goals and aspirations	My Identity and Relationships
Year 10 - 11 KS4	<ul style="list-style-type: none"> Influences that could impact on 	<ul style="list-style-type: none"> Prevention of disease/promote 	<ul style="list-style-type: none"> Assessing Online and offline risks. 	<ul style="list-style-type: none"> Physical and sexual health – 	<ul style="list-style-type: none"> Key legislation affecting 	<ul style="list-style-type: none"> Ways people can maintain their

Cycle 1	<ul style="list-style-type: none"> self-identity. Links between a person's self-esteem and risky behaviour choices. Personal safety planning and strategies in both online and offline relationships. Prejudice and discrimination Body image and mental health. Future planning and improving mental health. 	<ul style="list-style-type: none"> good health. Risk taking with substances – links to mental health Sexual relationships – consent and laws First Aid Building resilience and building skills for the future. 	<ul style="list-style-type: none"> Steps of safety online and offline in relationships. Equality in the UK and ways that some people campaign for equality. Support in relationships in achieving goals. Blood, organ or stem cell donation – my health and my relationships Understanding physical health, emotional health and health in relationships. 	<ul style="list-style-type: none"> the threats to good health. Different types of long-term relationships. Marriage, Civil partnerships, living together, being single. Media portrayal of relationships and its effects on people's expectations of their own relationships. Coping with change in relationships and in society. 	<ul style="list-style-type: none"> relationships. Law relating to online activity and young people, including sexually explicit content. Responsibility in an emergency situation requiring first aid. Steps to achieving goals. Aspirations, goal setting, employability. Skills needed to help maintain healthy personal and professional relationships. 	<ul style="list-style-type: none"> sexual and reproductive health. Facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy. Equality - personal identity, gender identity and sexual orientation. Power imbalances in relationships and sexual readiness.
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Age Group	Relationships and Sexual Health	Relationships and much more	My Mental Health	Safety Online and Offline	My Rights and Responsibilities	Celebrating Diversity and Equality
Year 10 - 11 KS4 Cycle 2	<ul style="list-style-type: none"> Relationship and partners. Why have sex? Consent and the Law. Contraception and 	<ul style="list-style-type: none"> Sexual harassment and stalking. FGM and the Law. Sexting and nudes. 	<ul style="list-style-type: none"> Common types of mental health. Self-harm - how and where to get support. Suicide – how and 	<ul style="list-style-type: none"> Introduction to drugs - knowing the risks. Different types of drugs & Drug Addiction. 	<ul style="list-style-type: none"> Exploring Britishness and British Values. LGBTQ+ rights. Exploring Human Rights. 	<ul style="list-style-type: none"> What is your identity. Breaking down stereotypes in society. Prejudice and

	<ul style="list-style-type: none"> condoms. What are STI's? HIV and AIDS. Fertility and IVF Parenting - what to consider before having starting a family Child on Child bullying / abuse 	<ul style="list-style-type: none"> Pornography – looking at the risks. Domestic Abuse and Violence – how and where to get support. Relationships, Sexual Abuse and Rape. 	<ul style="list-style-type: none"> where to get support. Promoting emotional wellbeing. Dealing with grief and loss. Managing self-esteem Project: Body confidence and raising self-esteem and confidence. 	<ul style="list-style-type: none"> Festivals and Nitrous Oxide – long- and short-term effects. Lifestyle choices – drugs, alcohol, smoking, vaping Knife Crime and knowing how to stay safe. Online gambling. Keeping data safe. Project: War on drugs. 	<ul style="list-style-type: none"> Extremism. Terrorism. The Radicalisation Process. Project: Fake News. 	<ul style="list-style-type: none"> Discrimination. The Equality Act 2010 and protected characteristics. 5: What is it? LGBTQ+ - respecting diversity in relationships. Homophobia in schools and society – how to challenge. Project: LGBTQ+ champions.
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Additional coverage of Living in the Wider World for KS4 in Finance lessons: LIBF Personal Finance [LiFA and LiFC qualifications]

Term	STUDENTS SHOULD KNOW
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Autumn	<p>Unit: 1 Your Personal Finances</p> <p>Area of focus: LO1 - Understand the principles of money. LO2 - Understand how to manage money. LO3 - Understand the ways of keeping money safe.</p>
Spring	<p>Unit 2: Money Management For Your Generation</p> <p>Area of focus: LO1 - Understand the key methods of managing money LO2 - Understand the sources of pay LO3 - Understand the key methods of making payments LO4 - Understand the cost of borrowing LO5 - Understand how to use money abroad LO6 - Know how to make decisions about personal -finance and understand their consequences LO7 - Know where to go for different types of financial advice</p>
Summer	<p>Unit: 3 Your Future, Your Career</p> <p>Area of focus: LO1 - Understand the financial services industry LO2 - Understand ways of considering and preparing for careers in financial services and other industries</p>

Phoenix Park Academy KS2

Appendix 2: By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
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<p>Families and people who care about me</p>	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Phoenix Park Academy and Sevenhills Academy KS3 & KS4

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

TOPIC	STUDENTS SHOULD KNOW
Families	<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	<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 ● 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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 ● 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	<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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 ● 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

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	

Appendix 4: Parent/ Carer letter



Phoenix Park Academy
Sevenhills Academy
XXXXX
Grimsby
North East Lincolnshire
XXXXX

Date:

Dear Parents/Carers,

As a part of your child's educational experience at Phoenix Park Academy and Sevenhills Academy, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

As you may already be aware, the Department for Education has announced changes to relationships and sex education following nationwide consultation. These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements. The statutory guidance can be found at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

Consequently, from September 2020, Relationships and Sex Education (RSE), along with Health Education (HE), will be statutory, and form part of the National Curriculum.

This means that we have been reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our students based on their:

- Age appropriate in approach and content meeting physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and disabilities

Phoenix Park Academy and Sevenhills Academy have started the planning and preparation for delivery of the new curriculum content and have entered into the consultation phase. During this phase parents/carers and students will be asked about their views on the curriculum and policy content (*examples: is the curriculum and policy content clear and easy to understand? Are there any specific topics that are missing from the delivery content?*) and provided the opportunity to ask questions to address any issues or concerns.

Information has been placed on our websites which we would encourage you to read. This includes:

- Our proposed draft policy
- RSE parent voice presentation
- DfE guidance that outlines statutory requirements.
- A copy of the consultation letter to parents and carers
- FAQ sheet
- An anonymous questionnaire
- A roadmap to statutory RSE
- A roadmap of RSE delivery at Phoenix Park Academy and Sevenhills Academy
- PSHE Association link providing information on statutory changes and curriculum format
- PSHE Association programme of study key stages 1-5

Phoenix Park Academy and Sevenhills Academy consultation phase will last for **four weeks** from the **16th November, 2020** and will close on the **14th December, 2020**. The consultation will be in the form of a questionnaire available on the school website (*in two formats*) and through your child's tutor and Head of Centre, a questionnaire can also be sent out at your request once an email address has been provided to the school.

Your views are very important to us and will help to provide a bespoke PSHE and RSE curriculum to all students studying at Phoenix Park Academy and Sevenhills Academy. We will respond to you on the outcome of this process later this term. Once we have considered all the feedback, the draft updated Relationships and Sex Education Policy will be sent to Governors for approval and uploaded to the school's website which will also set out the proposed curriculum and how you can feedback.

I hope this letter goes some way to alleviate any worries you may have.

If you have any queries or concerns regarding the consultation process, please do not hesitate to contact the school.

Kind Regards

Head of Centre