



Relationships, Sex and Health Education (RSHE) Policy

September 2024

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Rationale

This policy outlines our school's approach to Relationship, Sex and Health Education (RSHE). Our RSHE programme is embedded within our Personal Development (PD) curriculum and addresses all outcomes documented in the statutory guidance from the Department for Education (DfE, 2019) for RSHE.

Our PD programme builds on the RSHE that is taught in our partner primary schools. Our students are taught in an age and developmentally appropriate, inclusive way about intimate relationships, family relationships, friendships and other types of important relationships; with a focus on differentiating between healthy relationships and those that are unhealthy or harmful. The starting point for our RSHE programme is always the facts and applicable law; so that students are clear on their rights and responsibilities as citizens.

Aims of the RSHE Programme

The objectives of the RSHE programme at Tytherington School are to ensure that our young people:

- Are provided with the information and skills necessary to develop healthy, fulfilling and nurturing relationships.
- Can identify what healthy relationships look like in a range of contexts (i.e., intimate relationships, family relationships, friendships, relationships with colleagues, marriage and other types of long-term committed relationships).
- Can identify unhealthy, harmful and criminal behaviour that can occur in relationships (both online and offline) and understand where/how to seek advice and support.
- Understand how to stay safe, behave appropriately online and recognise the risks/dangers posed by the online world (including how/where to get support and report issues online).
- Understand how to maintain positive physical health and emotional well-being.
- Are well informed about the full range of contraceptive choices.
- Understand the facts about maintaining good sexual health.
- Know what the law says about the topics covered in RSHE, including issues relating to sexual consent.

- Understand the facts and choices in relation to reproductive health and pregnancy.
- Understand the positive effect that good relationships can have on physical and mental health, and emotional wellbeing.
- Understand how and where to access further advice relating to physical and sexual health and emotional well-being/mental health.
- Are well equipped to make decisions for themselves; whilst respecting the rights of others to make their own decisions.

We want our young people to understand that all individuals should be treated with fairness and respect, and our RSHE programme is driven by a school ethos that promotes tolerance, acceptance and celebration of diversity.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSHE compulsory for all students receiving secondary education. In teaching RSHE, 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.

We are aware that the new draft DfE guidance for RSHE is currently under consultation and this policy will be updated for September 2025 after it is finalised. We are still working with the 2019 DfE guidance for RSHE and so this policy reflects those requirements. Although some changes to the curriculum have been made in anticipation of the new guidance (e.g., the addition of teaching about Artificial Intelligence).

Policy Availability

This policy is available to parents, carers and others through the school website. If parents, carers or others require this policy in an alternative format then they should contact the Headteacher, Mr Botwe.

Policy Development

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

1. **Review** – Jemma Brereton to lead the review of the PD curriculum and policy on a yearly basis.
2. **Staff consultation** – key members of school staff were given the opportunity to evaluate our PD curriculum map and make recommendations. This included the Senior Leadership Team, Heads of Year, the pastoral and safeguarding team and the PD team.
3. **Parent/carers consultation** – parents were invited to complete a survey to share their views on the current PD curriculum and suggest areas for development.
4. **Student consultation** – student voice (KS3, KS4 and KS5) was carried out to evaluate our current PD curriculum and to make recommendations for development.
5. **Governor consultation** - school governors were invited to examine our draft policy and RSHE curriculum and to suggest recommendations.

Feedback staff, parents, students and governors was used to inform policy development and our PD curriculum map for 2024-2025. This helps to ensure that our RSHE provision meets the needs of the community that we serve.

6. **Approval** – the approval of this policy has been delegated by the Chair of Governors to the Headteacher, Mr Botwe.

Definition

RSHE related to the emotional, physical, social and cultural development of our students, and involves learning about relationships,

sexual health, sexuality, healthy lifestyles, safety, tolerance and diversity.

RSHE involves a combination of sharing information (i.e., the facts and relevant laws), and exploring issues and values.

RSHE **is NOT** about the promotion of sexual activity.

Although it is difficult to separate out sex, relationships and health education, some guidance has been given below:

Relationships education (R) – consideration of healthy, safe and respectful interactions with others across a range of contexts (e.g., friendships, family, intimate relationships, professional relationships: both online and offline.).

Sex education (S) – consideration of topics relating to puberty, sexual reproduction, relevant legislation in relation to sexual activity, harmful sexual behaviour, and consent.

Health education (H) – consideration of how to maintain positive physical, sexual and mental health, and where to seek support for health concerns and advice.

Living in the Wider World (L) – consideration of statutory Citizenship topics, supporting increasing independence and next steps as a young person/adult, careers, and making a positive contribution to society.

Delivery of RSHE

RSHE is largely taught within the Personal Development (PD) curriculum at Tytherington School. Biological aspects of RSHE are also embedded in the Science curriculum, and other aspects are included in Religious Studies (RS), Computer Science and other subjects. A thorough curriculum audit has been carried out to avoid unnecessary duplication of content across subjects.

From September 2022 all students in years 7 – 13 have one discrete PD lesson each fortnight. This is also complemented with some tutor time sessions, assemblies and ‘off-timetable’ sessions where students receive specialist input from trained professionals and other organisations/groups (e.g., Millie’s Trust, Brook, Cheshire Fire and Safety, the Police). This curriculum is planned/monitored/evaluated by the Head of Personal Development (Jemma Brereton) and is delivered by a core team of PD teaching staff.

Curriculum

Our RSHE curriculum has been carefully planned to ensure that it addresses all the 2019 statutory DfE outcomes. It has been developed in consultation with parents, students, staff and governors to ensure that it meets the needs of the young people at Tytherington School, and local community.

RSHE is taught through a 'spiral programme' whereby reoccurring themes are revisited regularly to extend and deepen learning; in an age and developmentally appropriate manner.

RSHE is carefully embedded throughout our Personal Development curriculum. **Appendix 1** shows our **curriculum overview** for Personal Development (years 7-13) and **Appendix 2** shows the specific **DfE outcomes for the delivery of RSHE in secondary schools**.

Relationships (R), sex (S) and health (H) education topics are often very integrated; however the curriculum overview (appendix 1) does endeavour to indicate which theme each lesson is categorised as.

Although we have a clear map of our RSHE curriculum, it is important to note we are flexible and responsive to current school, community, national and international issues that affect the lives of our young people.

Curriculum Materials - Access

All resources that are used with students in their PD lessons are created by specialist teaching staff. We do not rely on a specific organisation to provide our resources and instead we combine our own materials with resources from the PSHE Association and organisations such as the NHS (e.g., in relation to vaping) and Brook Sexual Health Charity (e.g., in relation to contraception). The emphasis is always on providing our students with impartial information so they can make informed choice (to stay healthy and safe) and are aware of the relevant laws. Parents are kept updated about what their children are studying in PD through a letter at the beginning of each academic year, and a detailed fortnightly bulletin in the Headteacher's Notes. If parents would like to view resources that are used for any lesson, they should email Jemma Brereton (jbrereton@tytheringtonschool) who will provide them readily and discuss any queries via phone call, meeting or email.

Creating and Safe and Supportive Learning Environment

When teaching RSHE it is crucial to establish a safe learning environment. This is largely facilitated through establishing clear 'ground rules' with the students, which are revisited every lesson. Students are also reminded about the importance of confidentiality and safeguarding.

a) Dealing with difficult questions

It is important that our students feel comfortable to ask questions and that their questions are valued. However, it may not always be appropriate to answer questions immediately and/or on a whole class basis; therefore, the following techniques are used to deal with difficult questions:

- Teachers can ask the student to wait for an answer to allow them to gather appropriate information and to consult with colleagues to construct a response.
- The use of an anonymous question box where pupils who are not comfortable in asking questions in an open setting may ask questions to be responded to later. The teacher can also filter questions as appropriate.
- The use of 'ground rules' to clarify boundaries for the nature of questions; including that students should not reveal personal information in class but speak to someone they trust after the lesson (e.g., school nurse, teacher, parent, member of the safeguarding team) and the importance of using appropriate terminology.
- If a question is asked that raises a safeguarding/child protection concern, then the school's safeguarding procedure should be followed.
- Teachers must not answer personal questions and/or to reveal personal information.

b) Dealing with difficult topics

All topics are delivered in an age appropriate manner, with a clear focus on the facts and the law. The Head of Personal Development is trained in Psychology and PSHE and is experienced in the delivery of RSHE in secondary schools.

When a topic requires more specialist input, qualified professionals (e.g., Millie's Trust, Cheshire Fire and Safety) are invited into school to deliver presentations/workshops to our young people.

The Head of Department attends regular training from the PSHE Association to keep abreast of curriculum changes and to assist in the delivery of difficult topics. This is shared regularly with the team and wider school staff.

c) Confidentiality and handling disclosures

Students are made aware that teachers cannot offer complete confidentiality. In accordance with the school's safeguarding policy and procedure, if a young person indicates that they may be vulnerable and/or at risk then this information will be passed on to the school's operational designated safeguarding lead (Pam Shatwell) or another designated member of the safeguarding team without delay (Mr Pepper, Miss Woods, Mr Pilbury). An accurate written record will be made of the concerns on the same working day (on CPOMS). Tytherington School's safeguarding policy and procedure will be followed thereafter.

Entitlement and Equality of Opportunity, including LGBTQ+

In accordance with Tytherington School's Equality Policy and the Equality Act (2010), the RSHE curriculum promotes the needs and interests of *all* pupils (irrespective of sex, race, religion or belief, sexual orientation, gender reassignment, disability, pregnancy or maternity).

Teaching considers the age, ability, readiness, and varying familial and cultural backgrounds of the young people at Tytherington School; ensuring they can all access a curriculum that is relevant to their lives. The teaching of RSHE is embedded within the Personal Development curriculum which is used as a mechanism to develop pupils' understanding of diversity issues and to actively promote equality for all.

Our RSHE curriculum aims to ensure that the needs of our LGBTQ+ students are appropriately met, and that **all** our students understand the importance of equality and respect. Teaching about LGBTQ+ is fully

integrated across the RSHE curriculum in a timely, age appropriate manner. We also run a weekly LGBTQ+ group to support our LGBTQ+ community. This is an informal, supportive group that also works on projects to increase inclusivity across the school.

RSHE and pupils with SEND

All students in our school have access to our RSHE curriculum. To ensure that our curriculum is accessible to our young people with SEND and supports them in meeting the 'Preparing for Adulthood' outcomes in the SEND code of practice (2014), the following strategies are used:

- Quality First teaching.
- Task differentiation according to need.
- Content/delivery adapted according to need.
- Appropriate and effective use of Teaching Assistants.
- Ensuring that all young people have access to the resources they need to allow them to access the curriculum (e.g., laptops, coloured paper etc).
- Differentiated learning outcomes and questioning.
- Differentiated seating plan to facilitate scaffolding.
- Pupil voice questionnaires.
- Communication with parents/carers.
- Specialist teaching of the Links class.

Roles and Responsibilities

a) The Governing Body

The Governing Body has delegated the approval of this policy to Mr Botwe (the Headteacher) and will hold the Headteacher to account for its implementation.

b) The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing parent/carer requests to withdraw pupils from non-statutory components of sex education.

c) Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.

- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of sex education.

d) Students

Students are expected to engage appropriately in RSHE (unless withdrawn from the non-statutory aspects of sex education – see below) and follow the ground rules which are re-visited at the beginning of every lesson. They should always demonstrate self-respect and show respect and sensitivity towards all others.

Parents’ Right to Request to Withdraw

Parents/carers have the right to make a **request** to withdraw their child from the **non-statutory components of sex education** (that are not relationships or health education and not covered in the science curriculum) 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 accommodate this. Our curriculum has been very carefully designed and the vast majority is linked to statutory sex education (SS) relationships (R) and health (H). Please see appendix 1 for the lessons that parents can make a request to withdraw their child from (lesson 1 and 2, spring term, year 10). These two lessons are relate to gender based violence and sexual harassment and abuse – the main focus is on unhealthy and unsafe relationships (and the law), however there are some references to sexual activity.

If parents/carers do wish to request to withdraw their child from this lesson then in the first instance they should contact Miss Brereton (j.brereton@tytheringtonschool.co.uk) who will send out the form documented in **Appendix 3** of this policy. This form should be completed and returned to Miss Brereton who will pass on the request to Mr Botwe, the Headteacher. Mr Botwe will discuss requests with parents/carers (including the benefits of receiving this education) and make the final decision.

Pupils who are withdrawn from non-statutory sex education will be provided with alternative work to in a supervised location in school.

There is no right to withdraw from Sex Education topics that are covered on the Science curriculum, Relationships Education, Health Education or statutory Citizenship topics.

Training

The Head of Personal Development is a member of the PSHE Association which provides support, training and resources on the effective delivery of RSHE in secondary schools. This information and resources are disseminated amongst PD teaching staff to ensure they are appropriately supported. All teaching and support staff have access to the statutory DfE guidance for RSHE and where appropriate, outside speakers/professionals are invited into school to provide support and training to staff delivering RSHE in school. The Head of Department also provides relevant CPD during departmental meetings.

Signposting

In RSHE lessons our students are regularly provided with information regarding people/organisations (both in and out of school) from whom they can seek further support/advice. This includes:

- The school's safeguarding team
- The school's inclusion team (Bridges, The Hub, Links team) and pastoral team
- School counsellor
- School nurse
- Childline (<https://www.childline.org.uk/>) 0800 1111
- Child Exploitation and Online Protection (CEOP) – (<https://www.ceop.police.uk/safety-centre/>)
- Sexwise (<https://www.sexwise.fpa.org.uk/>)
- Disrespect NoBody (<https://www.disrespectnobody.co.uk/>)
- Just DropIn (<http://www.justdropin.co.uk/>)
- Water's Green Medical Centre: Sexual Health Clinic (<https://livewellservices.cheshireeast.gov.uk/Services/3602>)
- Brook (<https://www.brook.org.uk/>)
- Change, Grow, Live (<https://www.changegrowlive.org/drug-alcohol-service-cheshire-east/macclesfield>)

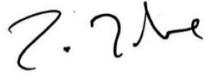
Assessment and Monitoring of Student Progress

We have developed formative methods for assessing individual student progress in PD and student progress and attitude to learning is reported to parents via monitoring reports. We have also developed methods for assessing whole school impact. Please refer to the table below:

<p><u>Student progress – teacher level</u></p> <ul style="list-style-type: none">• Evidenced through regular formative assessment opportunities throughout each lesson.• Each pupil has a progress tracker in their PD folder to document progress each lesson and RAG rating of learning outcomes (linked directly to DfE statutory outcomes) – teachers use this information to inform future planning.• Pupil engagement and behaviour in lessons.• Quality of discussions in lessons.
<p><u>Head of Department Level</u></p> <ul style="list-style-type: none">• Regular lesson drop ins and book looks; including conversations with pupils to talk through their learning/books.• Feedback from staff during fortnightly departmental meetings.• Termly pupil voice/focus groups to assess the impact of PD and ensure pupil views are incorporated into curriculum planning (year 7/8; years 9/10; years 11-13).• Participation in diversity groups (e.g., LGBTQ+ and Women’s group)
<p><u>Whole school/community level</u></p> <ul style="list-style-type: none">• Termly staff voice/focus group (including a broad range of staff across the school) to consider the whole school impact of PD.• Yearly parent survey to gather information on the impact of PD at home/community and to gain parental views on topics to include in our curriculum.• Feedback and suggestions from school governors.• Participation in charity events and community/volunteering opportunities.

Review

This policy will be reviewed annually to ensure that it meets the needs of our young people, staff and parents/carers, and that it is in line with the DfE guidance and advice. The policy will be considered annually by Jemma Brereton and approved by the Headteacher, Mr Botwe.

Approved by:	Emmanuel Botwe
Date approved:	11.9.24
Signed:	
Date for formal review:	September 2025

Appendix 1 – Personal Development Curriculum Overview 2024 - 2025

Key Stage 3

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

SS = statutory sex education

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
Year 7	<p><u>Healthy Body, Healthy Mind</u></p> <p>Lesson 1 – Welcome to Personal Development, including Rights and Responsibilities (R, L)</p> <p>Lesson 2 – The Importance of Healthy Eating. (H)</p> <p>Lesson 3 – The Importance of Exercise and Sleep for physical and mental well-being. (H)</p> <p>Lesson 4 – Mental health and Happiness. (H)</p> <p>Lesson 5 – Changing Bodies (1) (SS)</p> <p>Lesson 6 – Changing Bodies (2) (SS)</p> <p>Lesson 7 – Personal Hygiene and Dental Health. (H)</p>	<p><u>Relationships and Safety</u></p> <p>Lesson 1 – Healthy Friendships (R)</p> <p>Lesson 2 – Family diversity (including LGBTQ+). (R)</p> <p>Lesson 3 – First relationships: love, romance, and new feelings (including LGBTQ+) (R)</p> <p>Lesson 4 – Bullying, including cyberbullying. (R)</p> <p>Lesson 5 – Tackling prejudice and discrimination (racism and homophobia focus). (R, L)</p> <p>Lesson 6 – The safety of women and girls (sexism and sexual harassment focus) (R, L)</p>	<p><u>Safety and British Citizenship</u></p> <p>Lesson 1 – Personal safety – roads, railways and water. (H, L)</p> <p>Lesson 2 – What being British means/British values. (R, L)</p> <p>Lesson 3 – Democracy in the UK. (R, L)</p> <p>Lesson 4 – Individual Liberties of UK citizens. (R, L)</p> <p>Lesson 5 – Multicultural Britain. (R, L)</p> <p>Lesson 6 – Religious tolerance. (R, L)</p>	<p><u>Virtual sessions</u></p> <p>JB - virtual sessions to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month)</p> <p><u>Statutory Citizenship</u></p> <p>Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions/assemblies:</u></p> <ol style="list-style-type: none"> Basic first aid training (Millie’s Trust) (H) Online safety (police) (R, L) Assembly on AI and deepfakes (Mr Singer) (R, L) Risks associated with vaping (Miss Brereton) (H) Unifrog session (L)
Year 8	<p><u>Mental Wellbeing, Diversity and Safety</u></p> <p>Lesson 1 – Introduction and Emotional Literacy. (R, H)</p> <p>Lesson 2 – Body Image and Self-Esteem. (R, H)</p>	<p><u>Drugs, Alcohol and Smoking</u></p> <p>Lesson 1 – Smoking (H)</p> <p>Lesson 2 – The risks associated with vaping (H)</p> <p>Lesson 3 – Alcohol Awareness (H)</p>	<p><u>Equality and Political Systems</u></p> <p>Lesson 1 – Equality. (R, L)</p> <p>Lesson 2 –Racial equality. (R, L)</p> <p>Lesson 3 – Tackling gender stereotypes. (R, L)</p> <p>Lesson 4 – The Role of Parliament and the Monarch. (L)</p>	<p><u>Living in the Wider World</u></p> <p>Year 8 form tutors work through for one session per week with their forms (this includes topics such as self-confidence, careers,</p>	<p><u>Additional sessions/assemblies:</u></p> <ul style="list-style-type: none"> Session on menstrual wellbeing – single sex space (Women’s Group) (H)

	<p>Lesson 3 – Recognising the signs and symptoms of mental well-being concerns. (H)</p> <p>Lesson 4 – The Online World and Wellbeing: Healthy use of social media. (R, H, L)</p> <p>Lesson 5 – Exploring differences in the way our brains work (neurodiversity focus) (H, R, L)</p> <p>Lesson 6 – Introduction to Recognising Unhealthy and Unsafe Relationships (online and offline) (R)</p> <p>Lesson 7 – Tackling sexual harassment (R, L)</p>	<p>Lesson 4 – Drugs Education (1) (H)</p> <p>Lesson 5 – Drugs Education (2) (H)</p> <p>Lesson 6 – Managing Peer Influence and Criminal Exploitation (County Lines) (R, H)</p>	<p>Lesson 5 – Voting and Elections. (L)</p> <p>Lesson 6 – The legal system (laws, the courts, and the police). (L)</p>	<p>managing money, setting goals).</p> <p>Virtual sessions JB - virtual sessions to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month)</p> <p>Statutory Citizenship Taking Action – form groups to work collaboratively to support charitable causes throughout the year.</p>	<ul style="list-style-type: none"> - Assembly on AI and deepfakes (Mr Singer) (R, L) - Risks associated with vaping (Miss Brereton) (H) - Knife crime – police input (R, L) - Unifrog session (L)
Year 9	<p>Relationships and Sex Education</p> <p>Lesson 1 – Introduction, Ground rules and key terminology. (R, SS, H)</p> <p>Lesson 2 – Reproduction and Fertility: The Facts. (R, SS)</p> <p>Lesson 3 – Love and Healthy Intimate Relationships (including LGBTQ+). (R)</p> <p>Lesson 4 – The Importance of Consent. (R)</p> <p>Lesson 5 – Contraception (1) (H)</p> <p>Lesson 6 – Contraception (2) (H)</p> <p>Lesson 7 – Sexually Transmitted Diseases and Infections. (H)</p>	<p>Relationships and Sex Education</p> <p>Lesson 1 – Managing Sexual Pressure. (R)</p> <p>Lesson 2 - The Dangers and Risks associated with sexually explicit images and videos. (R, H)</p> <p>Lesson 3 – Expectations vs. Reality. (R, H)</p> <p>Lesson 4 – Online safety - Extremism and radicalisation (1) (R, L)</p> <p>Lesson 5 – Recognising Unhealthy and Unsafe Relationships – CSE, grooming and abuse. (R, H, L)</p> <p>Lesson 6 – Recognising unhealthy and unsafe relationships – forced marriage,</p>	<p>Relationships and Sex Education</p> <p>Lesson 1 - Marriage and other types of long term committed relationships. (R, L)</p> <p>Living in the Wider World</p> <p>Lesson 2 – The risks associated with AI and Deepfakes (R, L)</p> <p>Lesson 3 – Human Rights. (R, L)</p> <p>Lesson 4 – Democracy and other Systems of Government. (L)</p> <p>Lesson 5 – Different Electoral Systems. (L)</p> <p>Lesson 6 – Government Income and Spending and the UK’s connections with the Wider World. (L)</p>	<p>Virtual sessions JB - virtual sessions to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month)</p> <p>Statutory Citizenship Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p>Additional sessions/assemblies</p> <ol style="list-style-type: none"> 1. Guided choices process. (L) 2. Drugs and alcohol assembly – CGL (H, R) 3. Online safety (police) (R, L) 4. Assembly on AI and deepfakes (Mr Singer) (R, L) 5. Risks associated with vaping (Miss Brereton) (H)

honour-based violence and FGM. (R, H, L)

Key Stage 4

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

SS = statutory sex education

NSS = non statutory sex education (can request to withdraw)

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
Year 10	<p>Mental Wellbeing and Safety</p> <p>Lesson 1 – Common types of mental health problems (H)</p> <p>Lesson 2 – Tackling the stigma of men’s mental health (R, H)</p> <p>Lesson 3 – What does it mean to be a modern man? Positive masculinity (R, L)</p> <p>Lesson 4 – Vaping and the risks (H)</p> <p>Lesson 5 – The impact of drugs/alcohol on risk taking and personal safety (R, H, L)</p> <p>Lesson 6 – Crime, gangs, and county lines. (R, H, L)</p> <p>Lesson 7 – Knife Crime (R, H, L)</p>	<p>Relationships and Sex Education</p> <p>Lesson 1 – Gender Based Violence. (R, NSS)</p> <p>Lesson 2 – Sexual Harassment, abuse, and violence: The consequences. (R, NSS)</p> <p>Lesson 3 – Menstrual well-being and gynaecological health (H)</p> <p>Lesson 4 – Fertility and routes to parenthood. (R, H)</p> <p>Lesson 5 – Pregnancy and parenting. (SS, R, H)</p> <p>Lesson 6 - Choices in relation to pregnancy (R, H)</p>	<p>Diversity and Living in the Wider World</p> <p>Lesson 1 – A* behaviour in the community. (R, L)</p> <p>Lesson 2 – sex, sexuality and gender. (R, L)</p> <p>Lesson 3 – accepting and valuing diversity. (R, L)</p> <p>Lesson 4 – Online safety - Extremism and radicalisation (1) (R, L)</p> <p>Lesson 5 – Becoming an adult – What’s a mortgage? What is tax? What bills will I have to pay? Why is budgeting important? (L)</p> <p>Lesson 6 – debit vs. credit – what is the difference? (L)</p>	<p>Virtual sessions</p> <p>JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month)</p> <p>Statutory Citizenship Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p>Additional sessions:</p> <ol style="list-style-type: none"> Careers fair. (L) Work experience prep (L) Assembly on AI and deepfakes (Mr Singer) (R, L) Risks associated with vaping (Miss Brereton) (H) Women’s Group – drop in session (single sex space) after menstrual well-being lesson. (H) Road safety session – extended assembly from Cheshire Fire and Safety (R, H, L)

<p>Year 11</p>	<p>Health and Wellbeing (online and offline) (1) Lesson 1 – Dealing with tough emotions and loneliness (R, H) Lesson 2 – The media and online world: Exploring the impact on relationships and mental health. (R, H, L) Lesson 3 – Exercise and diet – what is healthy? (H) Lesson 4 – Extremism and radicalisation (2) (R, L)</p> <p>Living in the Wider World Lesson 5 – Post 16 options and applications (including interview skills) (L) Lesson 6 – Part-time jobs – contracts, pay-slips, tax, rights, and responsibilities. (L) Lesson 7 – how do I write a CV? (L)</p>	<p>Relationships and Sex Education Lesson 1 – Healthy, romantic relationships. (R) Lesson 2 – Authentic consent vs. pressure, manipulation, and coercion. (R) Lesson 3 – Dealing with relationship break ups. (R) Lesson 4 – Grief and bereavement. (R, H, L) Lesson 5 – Changes in later life (Menopause). (H, L) Lesson 6 – Recognising unhealthy and unsafe relationships – domestic abuse. (R)</p>	<p>Health and Wellbeing (online and offline) (continued - 2) Lesson 1 – Maintaining a positive online presence. (R, L) Lesson 2 – Online gambling (H, L) Lesson 3 – Mental health throughout life/post-school. (H, L)</p> <p>FINISH FOR STUDY LEAVE</p>	<p>Virtual PD JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress)</p> <p>Statutory Citizenship Taking Action – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p>Additional sessions</p> <ol style="list-style-type: none"> 1. Post 16 interviews etc. (L) 2. Input on careers/post-16 options. (L) 3. Session on blood, cell, and organ donation (medical professional) (H) 4. Assembly on AI and deepfakes (Mr Singer) (R, L) 5. Risks associated with vaping (Miss Brereton) (H) 6. Self-examination and screening (medical service) (H)
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Key Stage 5

R = Relationships Education

H = Health Education

L = Living in the Wider World/Citizenship

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional sessions</u>
Year 12	<p><u>Thriving in Sixth Form and Living in the Wider World.</u></p> <p>Lesson 1 – What makes an A* Tytherington Sixth Form student? (R, L)</p> <p>Lesson 2 – The risks associated with AI and deepfakes. (R, L)</p> <p>Lesson 3 – Balancing the demands of studying, part-time work, and personal life. (R, L, H)</p> <p>Lesson 4 – Employability Skills and rights as a young part-time worker. (L)</p> <p>Lesson 5 – Writing an effective CV (L)</p> <p>Lesson 6 – Becoming an adult – what deductions are taken from my wage and why? (L)</p> <p>Lesson 7 – Becoming an adult – what bills will I have to pay? why is budgeting important? Credit vs debit? (L)</p>	<p><u>Sex, Relationships and Safety</u></p> <p>Lesson 1 – Consent: revisited (R)</p> <p>Lesson 2 – Contraception and STIs/STDs: revisited. (H)</p> <p>Lesson 3 – Tackling sexual harassment in the workplace. (R, L)</p> <p>Lesson 4 - Managing influences relating to drugs and alcohol (festival focus) (R, H, L)</p> <p>Lesson 5 – Staying safe when socialising – home and away – binge drinking/spiking (1) (R, H, L)</p> <p>Lesson 6 - Staying safe when socialising – home and away – holidays (2) (R, H, L)</p>	<p><u>Living in the Wider World</u></p> <p>Lesson 1 – An overview of the UCAS application process. (L)</p> <p>Lesson 2 – An overview of degree apprenticeships. (L)</p> <p>Lesson 3 – support for mental health as a young adult (H, L)</p> <p>Lesson 4 – homelessness (L)</p> <p>Lesson 5 – WORK EXPERIENCE</p> <p>Lesson 6 – Driving – the financial implications (L)</p>	<p><u>Virtual PD</u></p> <p>JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health, anti-bullying, pride month, managing exam stress)</p> <p><u>Statutory Citizenship Taking Action</u> – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions:</u></p> <ul style="list-style-type: none"> • UCAS fair (L) • UCAS day with tutor (L) • Post 18 guidance (L) • Assembly on AI and deepfakes (Mr Singer) (R, L) • Risks associated with vaping (Miss Brereton) (H)
Year 13	<p><u>Wellbeing and Living in The Wider World</u></p> <p>Lesson 1 – Performance under pressure (L)</p> <p>Lesson 2 – Voting. (L)</p>	<p><u>Wellbeing and Living in the Wider World</u></p> <p>Lesson 1 – Sex and the media (L)</p> <p>Lesson 2 – Fake news (L)</p>	<p><u>Living in the Wider World</u></p> <p>Lesson 1 – Renting and buying a house – what is the difference? (L)</p>	<p><u>Virtual PD</u></p> <p>JB to deliver to address topics/issues when they arise & mark PSHE awareness days (e.g., sexual harassment, mental health,</p>	<p><u>Additional sessions</u></p> <ul style="list-style-type: none"> - Assembly on AI and deepfakes (Mr Singer) (R, L)

	<p>Lesson 3 – Online subcultures and extremism (R, L)</p> <p>Lesson 4 – Social media algorithms (R, L)</p> <p>Lesson 5 – Cultural appropriation. (R, L)</p> <p>Lesson 6 – Exploring neurodiversity (H, L)</p> <p>Lesson 7 – Communicating with health professionals as young adults. (H, L)</p>	<p>Lesson 3 – Illegal online drug and knife supply (H, L)</p> <p>Lesson 4 – Addiction (H)</p> <p>Lesson 5 – Living away from home – safety, budgeting/bills, and practical considerations. (H, L)</p> <p>Lesson 6 – The dangers of pay day loans (H, L)</p>	<p>Lesson 2 – Saving for your future (pension and retirement) (L)</p> <p>Lesson 3 – Messages to your year 7 self (R)</p> <p>FINISH FOR STUDY LEAVE</p>	<p>anti-bullying, pride month, managing exam stress)</p> <p>Statutory Citizenship</p> <p>Taking Action – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p>- Risks associated with vaping (Miss Brereton) (H)</p>
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Appendix 2 – DfE Statutory Outcomes for RSHE in Secondary Schools

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and
	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening.
	<ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

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

To be completed by the parent/carer and returned to Miss Brereton
(jbrereton@tytheringtonschool.co.uk)

TO BE COMPLETED BY PARENT/CARER			
Name of child		Tutor group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
Headteacher signature and date	

