



Centre Academy East Anglia

Relationship and Sex Education (RSE) Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Review Date: Sep 26

Last Review Date: Sep 25

Held on website: Yes

Signed by Chair of Proprietor Body

A handwritten signature in black ink, appearing to read 'R. Murphy'.

Signed:

Date: 08/09/25

Chair of Proprietor Body

Mr R Murphy

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

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1. Aims

We are aware at Centre Academy East Anglia that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral, and social lives in a positive way.

The Secretary of State has made Relationships Education compulsory in all primary schools and Relationships and Sex Education compulsory in all secondary schools.

Therefore, as of September 2022 RSE has been taught at CAEA within curriculum, through lessons which meet the statutory content. Biological aspects of RSE are also taught within the science curriculum, and other aspects, such as online safety are included in ICT and ideas regarding different beliefs in religious education (RE).

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

- Provide a safe and supportive framework in which pupils can explore and discuss sensitive issues with respect and confidence.
- Equip pupils with accurate, age-appropriate knowledge about their bodies, health, puberty, sexual development, and reproductive health.
- Promote positive mental and physical wellbeing, encouraging resilience and empathy for others.
- Enable pupils to understand the characteristics of healthy and safe relationships (including friendships, family, intimate and online relationships).
- Foster an inclusive culture that recognises and respects diversity in religion, race, gender, sexuality, families, and relationships.
- Prepare pupils to make informed responsible decisions around consent, personal safety (offline and online), and the impact of their choices on themselves and others.
- Support pupils to develop the vocabulary, emotional literacy and communication skills needed to express themselves and seek help when needed.
- Work in partnership with families to provide a consistent approach that reflects our school values and prepares pupils for the responsibilities of adult life.

2. Statutory requirements

In teaching RSE, we must have regard to [DfE Statutory guidance on RSE and Health Education \(2025\)](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy development

This policy has been developed and reviewed in consultation with relevant staff, pupils and parents/carers.

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

5. Curriculum

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

We have developed the considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum overview in Appendix 1 and expectations of what the students will have learnt by the end of various ages in Appendix 2.

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 religious education (RE).

Relationships Education (Primary)

- The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary level.

- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play and in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter both online and offline. This will help pupils build an early understanding of what makes relationships happy and secure, while also recognising when a relationship may be unkind or unsafe. Children will also learn that families can look different, for example with one parent, two mums, two dads, grandparents or carers, and that what matters most in any family is the love, care and support it provides. Pupils will be encouraged to value kindness, respect and inclusivity in all of their relationships.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Teaching will also cover the risks associated with AI, including deepfakes and safe AI use.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g., looked-after children or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school-wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards, and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship, and voluntary service to others, locally or more widely.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Children will also explore strategies which they can use to support their mental wellbeing as well as how to seek support.
- Through Relationships Education (and RSE), CAEA teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical, and sexual abuse. At primary level, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive program and whole school approach, this knowledge can support safeguarding of children.

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

Relationships and Sex Education (RSE) Secondary

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship is like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.
- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships, and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

This teaching will:

- Support children to understand and respect diverse family structures, including single-parent families, same-sex parent families, blended families, extended families, families with kinship or foster carers, and other variations that reflect modern society.
 - Help pupils to recognise that all families, when characterised by love, care, and mutual respect, provide a secure and nurturing environment for children and adults alike.
 - Enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
 - Reinforce the values of respect, inclusivity, and empathy, preparing pupils to thrive in a diverse society.
- Pupils should understand the benefits of healthy relationships to their, and others, mental wellbeing, and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
 - Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience, emotional wellbeing, and character in the individual. This includes developing character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. These are underpinned by an understanding of the importance of self-respect and self-worth. In line with the 2025 statutory guidance, pupils will also learn that negative emotions are a natural and expected part of daily life. The curriculum will support them to:

- Recognise, name, and understand a range of feelings, including difficult or negative ones, without stigma.
- Develop strategies to manage and express these emotions in healthy, age-appropriate ways.
- Know how and where to seek help inside and outside of school, including trusted adults, pastoral systems, and external services, recognising that seeking support is a sign of strength.

At the secondary level, the school will provide planned opportunities to strengthen these attributes and skills through social action, active citizenship, volunteering, and peer support initiatives. This holistic approach ensures that pupils build resilience not only through challenge and responsibility but

also through the confidence to care for their own mental health and seek help when needed.

- Pupils should be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or in only one lesson.
- We recognise that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- The law, faith, British values and Politics can also be addressed during other subjects for example, Current Affairs, tutor periods and RE.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. 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.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are also mindful that some pupils may have experienced unhealthy or unsafe relationships at home or socially. We have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. This includes identifying harmful online influencers who encourage misogynistic and discriminatory attitudes, while also promoting positive role models. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Teaching will also cover the risks associated with AI, including AI generated deepfakes and misinformation. (see Online Safety Policy)
- Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. Additionally, teaching online safety will support students' behaviours and responses when online.

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

The content is made accessible to all pupils, including those with special educational needs and disabilities (SEND). CAEA teachers assess the needs of our pupils and ensure appropriate support is in place. Family diversity is represented throughout the school to represent wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family etc. Resources and teaching reflect this to ensure all children feel valued, included and represented. Stereotypes are challenged around gender in RSE, PSHE and the wider curriculum and school ethos, so all pupils feel recognised, respected, and equal.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

This policy

The [DfE Statutory guidance on RSE and Health Education \(2025\)](#)

The [Teachers' Standards](#)

The [Equality Act 2010](#)

The [Human Rights Act 1998](#)

The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory /non-science components of RSE

8.4 Pupils

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

9. Parents' right to withdraw

Primary school age students

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE, students will work independently in The Pod if such situations arise. However, this is not relevant to CAEA primary age students as no non-statutory sex education is included in their curriculum.

Secondary school age students.

Parents/carers have the right to withdraw their child 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 in response to the letter from the school sent at the beginning of the school year, or on admission if the student joins CAEA during the Academic year and addressed to the headteacher.

A letter is sent to parents at the beginning of each academic year which highlights their right to withdraw and provides them with the curriculum overview. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of School and SMT through:

Learning walks, book scrutiny and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the SMT lead for RSE, or earlier if there are any changes to statutory guidance. At every review, the policy will be approved by Governance

Please read this policy in conjunction with:

Child Protection and Safeguarding Policy

Online Safety Policy

PSHE policy

Appendix 1: Curriculum map

CAEA PSHE & Relationships and Sex Education curriculum overview for 2025/2026 Academic Year

Year 3/4		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> 'It's my Body' <input type="checkbox"/> Choices <input type="checkbox"/> Healthy Lifestyles <input type="checkbox"/> Sleep <input type="checkbox"/> Hygiene <input type="checkbox"/> Safe Medicines <input type="checkbox"/> Health Decisions <input type="checkbox"/> 'Growing Up' <input type="checkbox"/> Privacy <input type="checkbox"/> Being Unique <input type="checkbox"/> Families <input type="checkbox"/> Getting Older <input type="checkbox"/> Changes <input type="checkbox"/> Passport (Empathy/Fact Finding/ Future Planning/ Informed Decision Making, AI and misinformation/disinformation)	<input type="checkbox"/> 'Digital Wellbeing' <input type="checkbox"/> Positives & Negatives <input type="checkbox"/> Kind Online <input type="checkbox"/> Communications <input type="checkbox"/> Information and Sharing <input type="checkbox"/> Wellbeing <input type="checkbox"/> 'Be Yourself' <input type="checkbox"/> Pride <input type="checkbox"/> Feelings <input type="checkbox"/> Coping <input type="checkbox"/> Assertive <input type="checkbox"/> Media <input type="checkbox"/> Mistakes <input type="checkbox"/> Passport (Resilience/Respect/Self Worth/Understanding Risk)	'Aiming High' <input type="checkbox"/> Achievements and Goals <input type="checkbox"/> Learning Attitudes <input type="checkbox"/> Jobs and Skills <input type="checkbox"/> Equality <input type="checkbox"/> Future 'Diverse Britain' <input type="checkbox"/> British Isles <input type="checkbox"/> Democracy <input type="checkbox"/> Rules and Laws <input type="checkbox"/> Liberty <input type="checkbox"/> Tolerance and Respect
Year 5/6		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
'It's my Body' <input type="checkbox"/> Choice and Control	'Digital Wellbeing' <input type="checkbox"/> Wellbeing	'Aiming High' <input type="checkbox"/> Achievements and Goals

<input type="checkbox"/> Exercise and Sleep <input type="checkbox"/> Healthy Habits <input type="checkbox"/> Harmful Substances <input type="checkbox"/> Body Image <input type="checkbox"/> Health Decisions 'Growing Up' <input type="checkbox"/> Changing Bodies and Emotions <input type="checkbox"/> Self Worth <input type="checkbox"/> Loving Relationships <input type="checkbox"/> Passport (Empathy/Fact Finding/ Future Planning/ Informed Decision Making, AI and misinformation/disinformation)	<input type="checkbox"/> Safety and Online Relationships <input type="checkbox"/> Social Media <input type="checkbox"/> Bullying <input type="checkbox"/> Fake News 'Be Yourself' <input type="checkbox"/> Uniqueness <input type="checkbox"/> Sharing Feelings <input type="checkbox"/> Uncomfortable Feelings <input type="checkbox"/> Confidence <input type="checkbox"/> Peer Pressure <input type="checkbox"/> Making Amends Passport (Resilience/Respect/Self Worth/Understanding Risk)	<input type="checkbox"/> Learning Attitudes <input type="checkbox"/> Jobs and Skills <input type="checkbox"/> Equality <input type="checkbox"/> Future <input type="checkbox"/> Goals 'Diverse Britain' <input type="checkbox"/> Faith and Ethnicity <input type="checkbox"/> Community <input type="checkbox"/> Law <input type="checkbox"/> Local Government <input type="checkbox"/> National Government <input type="checkbox"/> Charity
Year 7		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> Qualities and Skills <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> Healthy Diet, Drinks and Food Labels <input type="checkbox"/> Unhealthy Lifestyle <input type="checkbox"/> Screen Time <input type="checkbox"/> Oral Health <input type="checkbox"/> Drugs (introduction) <input type="checkbox"/> Puberty	<input type="checkbox"/> Friendships <input type="checkbox"/> Family Relationships <input type="checkbox"/> Positive Relationships <input type="checkbox"/> Disagreeing Respectfully <input type="checkbox"/> Romantic Feelings <input type="checkbox"/> Unsafe Relationships <input type="checkbox"/> Bullying <input type="checkbox"/> Cyberbullying 'What's the Buzz' SEL Unit	<input type="checkbox"/> Stereotypes and Discrimination (Introduction) <input type="checkbox"/> Financial Wellbeing <input type="checkbox"/> Wants and Needs <input type="checkbox"/> Budgeting <input type="checkbox"/> Ethical Consumer <input type="checkbox"/> Laws and Rules <input type="checkbox"/> 'Stranded on an Island' Citizenship Project

Year 8		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> Puberty <input type="checkbox"/> Hygiene <input type="checkbox"/> Cancer <input type="checkbox"/> Addiction <input type="checkbox"/> Legal/Illegal Drugs <input type="checkbox"/> Vaping <input type="checkbox"/> Body Image <input type="checkbox"/> KS3 Passport Unit (Empathy, Fact Finding, Future Planning, Informed Decision Making, Resilience, Respect, Self Worth, Understanding Risk, AI and misinformation/disinformation)	<input type="checkbox"/> Being British and British Values <input type="checkbox"/> Discrimination, Tolerance and Respect <input type="checkbox"/> Stereotypes <input type="checkbox"/> Immigration <input type="checkbox"/> Peer Pressure <input type="checkbox"/> Abuse <input type="checkbox"/> Exploitation and Gangs <input type="checkbox"/> Trust (On and Offline) <input type="checkbox"/> Boundaries, Privacy and Consent <input type="checkbox"/> Young Relationships	<input type="checkbox"/> Major World Religions <input type="checkbox"/> Democracy <input type="checkbox"/> Rights and Responsibilities <input type="checkbox"/> Financial Wellbeing <input type="checkbox"/> Tax and National Insurance <input type="checkbox"/> Personal Safety <input type="checkbox"/> Career Skills <input type="checkbox"/> First Aid Unit (DofE Qualification)
Year 9		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> Growth Mindset <input type="checkbox"/> Unhealthy Lifestyles <input type="checkbox"/> Ill Mental Health <input type="checkbox"/> Nutrition <input type="checkbox"/> Digital Wellbeing (AI and misinformation/disinformation) <input type="checkbox"/> Blood and Organ Donation <input type="checkbox"/> Alcohol Abuse <input type="checkbox"/> Drug Abuse Risks and Law <input type="checkbox"/> Screen Time <input type="checkbox"/> Menstrual Wellbeing	<input type="checkbox"/> Consent <input type="checkbox"/> Sexting, Pornography and Deepfakes <input type="checkbox"/> STIs and Contraception <input type="checkbox"/> Domestic Abuse <input type="checkbox"/> Violence against Women and Girls <input type="checkbox"/> LGBT <input type="checkbox"/> Diversity <input type="checkbox"/> ‘Everybody’s Talking About Jamie’ Inclusion Project	<input type="checkbox"/> Exploitation and County Lines <input type="checkbox"/> Young Offenders <input type="checkbox"/> Law- Making, Enforcing and Applying <input type="checkbox"/> First Aid Unit (DofE Qualification)
Year 10		

Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> Balanced Health Decisions <input type="checkbox"/> Time Management <input type="checkbox"/> Binge Drinking <input type="checkbox"/> Health Prevention and Self Examination <input type="checkbox"/> Social Media <input type="checkbox"/> Social Anxiety <input type="checkbox"/> Grief and Bereavement <input type="checkbox"/> Cannabis <input type="checkbox"/> KS4 Passport Unit (Empathy, Fact Finding, Future Planning, Informed Decision Making, Resilience, Respect, Self Worth, Understanding Risk, AI and misinformation/disinformation)	<input type="checkbox"/> Conflict Management <input type="checkbox"/> Role Models <input type="checkbox"/> Families, Marriage and Commitment <input type="checkbox"/> Forced Marriage and Honour Based Abuse <input type="checkbox"/> Radicalisation <input type="checkbox"/> Sexism <input type="checkbox"/> Safety in Intimacy <input type="checkbox"/> Sexual Offences <input type="checkbox"/> Coercive Control, Harassment and Stalking Fighting	<input type="checkbox"/> Anti-Social Behaviour <input type="checkbox"/> UK Government <input type="checkbox"/> Criminal Justice System <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community Cohesion <input type="checkbox"/> Racism <input type="checkbox"/> Workplace Rights and Responsibilities <input type="checkbox"/> Financial Education Unit
Year 11		
Autumn – Health and Wellbeing	Spring – Relationships	Summer – Living in the Wider World
<input type="checkbox"/> Study Skills <input type="checkbox"/> Sleep <input type="checkbox"/> Perseverance <input type="checkbox"/> Stress and Coping <input type="checkbox"/> Risk Taking and Personal Safety (including Gambling and Social Situations) <input type="checkbox"/> Responsible Drinking <input type="checkbox"/> Reproductive Health <input type="checkbox"/> Accessing Health Support <input type="checkbox"/> Pregnancy Choices and Miscarriage <input type="checkbox"/> Communities and Volunteering	<input type="checkbox"/> Inclusion <input type="checkbox"/> Online Reputation <input type="checkbox"/> Hate Crime and Discrimination <input type="checkbox"/> Knife Crime <input type="checkbox"/> Body Shaming <input type="checkbox"/> Misogyny <input type="checkbox"/> Parenting and Families <input type="checkbox"/> Consent Dynamics <input type="checkbox"/> Healthy Sexual Relationships and Break Ups <input type="checkbox"/> Substance Abuse in Relationships <input type="checkbox"/> Pornography and AI deepfakes	<input type="checkbox"/> Travel <input type="checkbox"/> Secure Finances <input type="checkbox"/> Privilege <input type="checkbox"/> Living Independently <input type="checkbox"/> Civil and Criminal Law <input type="checkbox"/> EXAMS

Appendix 2: By the end of primary school pupils should know.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>