



Relationship & Sex Education Policy

This policy document is freely available on request to the entire school community. A copy of the policy can be found on the school website

Date of last review:	September 2021	Author:	Karis Stanislaus [Primary] & Olivia Williamson [Secondary]
Date of next review:	September 2022	Owner:	
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	
School:	Ark Burlington Danes Academy	Key Contact Name:	Karis Stanislaus [Primary] & Olivia Williamson [Secondary]
Key Contact Email:	Karis.stanislaus@burlingtondanes.org [Primary] olivia.williamson@burlingtondanes.org [Secondary]	Key Contact Phone:	02087354950

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	RSE [Relationship & Sex Education] PSHE [Personal, Social & Health Education] [Culture Ethos & Wellbeing]

Links to other School Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding/Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

Contents

Definition & Aims	3
Statutory requirements	3
Documents that inform the school’s RSE policy include:	4
What we teach	4
How we teach it.....	4
In the Secondary School:.....	4
In the Primary School:	5
Wider Teaching considerations	6
Student Leadership	6
Healthy Lifestyles.....	6
Active Citizenship.....	6
Anti-Bullying	6
Approaches for Delivering Effective PSHE	6
Creating a safe and supportive learning environment	6
Confidentiality	6
Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.	7
A range of learning approaches	7
Relevant resources.....	7
Use of external organisations	7
Groupings	7
Responding to pupils’ questions.....	7
Meeting the needs of SEND pupils	7
An Inclusive Approach Through a Moral and Values Framework	7
Teaching, learning and assessment:.....	8
Safeguarding and Responsibility.....	8
Roles and responsibilities.....	9
The Principal/Headteacher	9
Staff.....	9
Working with Parents/Carers and the Wider Community	9
Assessing PSHE and Monitoring the Programme	10
Training Staff to Deliver PSHE	10
Disseminating and Monitoring the PSHE Policy	10

Appendix 1: RSE Curriculum Statutory Content.....	12
Appendix b: Parent Request for Withdrawal from Sex Education Lessons.....	16
Appendix c: Ark Burlington Danes Primary PSHE Overview	17
Appendix d: Ark Burlington Danes Academy secondary PSHE overview	18

Definition & Aims

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. At Ark Burlington Danes Academy, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum

RSE falls within the “Personal, Social and Health Education” curriculum (PSHE). In Primary this is referred to as “PSHCE - Personal, Social, Health and Citizenship Education.”

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

- Help students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others
- Prepare students to make informed, reasoned and responsible choices and develop a strong moral code
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote a healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity
- Prepare students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene

RSE, as part of the PSHE curriculum within our wider Non-Examined Curriculum, is vital to the development of the young people at Ark Burlington Danes Academy. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

Statutory requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. At Ark Burlington Danes Academy we deliver the majority of the RSE content through PSHE. Some elements of the RSE statutory content is delivered through the science curriculum.

- We also teach health education under the same statutory guidance

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

What we teach

As stated above, we're required to cover the content for Relationships and Sex Education [RSE], and health education, as set out in the statutory guidance (linked to above).

Our RSE programme is an integral part of our whole school PSHE education provision and will cover all aspects of the statutory content across the duration of Key Stages 1, 2, 3 and 4.

Although not part of the new statutory guidance, we include PSHE as part of our Key Stage 5 curriculum. Information about this and the provision offered can be found on the school website

Please refer to our RSE/PSHE curriculum maps on our website for details about what we teach, and how we decide on what to teach, in this subject. We have developed the curriculum taking into account the age, needs and requirements of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. **Any safeguarding concerns will be reported following the usual school procedures.**

For all aspects of the statutory RSE content, see the content list [Appendix 1].

How we teach it

In the Secondary School:

- RSE is taught to all year groups [7-11] through the dedicated PSHE curriculum slot [one timetabled lesson per week]. This is supplemented by drop down days for different year groups at various points throughout the year [we adopt a flexible approach to drop down days to ensure we meet the needs of students]
- We provide RSE & PSHE education through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach
- Tutor time activities, assemblies and whole school events often compliment the RSE & PSHE curriculum to ensure we offer a rich and holistic approach to RSE/PSHE.
- RSE & PSHE **lessons are delivered by the form tutors**. Some elements of the RSE curriculum are delivered/supported by external agencies. For example, Brook [Sex Education] and The Red Cross [Health education – First Aid]. Visitors to the classroom enrich the RSE & PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.
- Visitors are resources to enable learning and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

- It is the responsibility of the form tutor to adapt and differentiate the lesson resources to ensure that all students can access the content. **Where necessary form tutors will communicate with the SEND department to ensure access to the resources for SEND students.**

In the Primary School:

At Burlington Danes Primary, PSHE is taught weekly for 30 mins in EYFS (Reception) up to KS2. Our Curriculum follows the question-based model from the PSHE Association (refer to appendix c). The PSHE association is the subject association for all professionals working in

Personal, Social and Health education, leading the effort to ensure that every pupil receives high-quality provision. The question-based model is structured around an overarching question for each term or half term. These begin in key stage 1 as ‘What? And ‘Who?’ questions and build throughout Key Stage 2 into ‘Why?’ and ‘How?’ questions.

The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is:

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

Some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

In addition to the PSHE Association we use lesson materials from the Christopher Winter Project (CWP) for Years Reception to Year 6. Lesson materials include schemes of work, lesson plans and resources. CWP have been awarded the PSHE Association Quality Mark for this resource. These lessons have been mapped out across the year so that their content fits alongside the question-based model for each year group (refer to appendix c)

In the Early Years Foundation Stage (EYFS) pupils begin to develop effective relationships, assume greater responsibility and manage personal safety, including online which will be built upon in KS1 and KS2. Reception class will take part in 30 minutes weekly PSHE lessons which will be planned accordingly to their half-termly topics. Nursery class will engage in PSHE lessons through the use of stories, circle time and predominately through the EYFS curriculum.

Timetable allocation: 30 minutes (Year R – Year 6)

Groupings: Whole class

Staff Involved: PSHE will be delivered predominantly by the Class Teacher, but there will be times when learning is complemented by external visiting speakers, for example a specialist sex education nurse, a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

Where taught: Dedicated PSHE lessons, assemblies and special weeks e.g. Wellbeing Weeks

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science which is part of the statutory curriculum for Science

Wider Teaching considerations

Student Leadership

In addition to planned opportunities for students to demonstrate and develop leadership skills in lessons, there are numerous other ways in which leadership is nurtured and developed:

- Student Councillors
- Student Ambassadors
- Class group representatives
- Lunch monitors

Healthy Lifestyles

Pupils at Burlington Danes learn how to stay physically healthy and to make informed choices about their health and well-being through the taught curriculum, for example in PE and science lessons. At lunch, staff encourage children to select healthy additions to their lunches (e.g. salad, vegetables, drink plenty of water etc.)

Active Citizenship

We are committed to building strong links with the local community and for our students to learn from, and with, the local community. Fund-raising is an important aspect in raising pupil's awareness of people and communities who are less fortunate than themselves. Pupils are given many opportunities to become actively involved in charitable events throughout the year.

Appreciating Diversity

Our community is based on the core values of mutual respect and is one in which differing views, interests, backgrounds and outlooks are honoured. We prepare our pupils to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others through the taught curriculum and enrichment activities which provide opportunities to learn from members of our local community. We celebrate the cultural diversity of the Academy and local community.

Anti-Bullying

A clear anti-bullying message is promoted through assemblies, class lessons and reinforced in the BDA way. Personal safety is also the focus of assemblies and lessons. Pupils are taught to assess and manage risk appropriately and keep themselves safe. This includes discussing the damaging effects of cyber-bullying.

Approaches for Delivering Effective PSHE

Creating a safe and supportive learning environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In

these circumstances staff are aware that they must refer to the

Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

A range of learning approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive videos, the Internet and visits by external agencies.

Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

Use of external organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people. We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

Groupings

The PSHE curriculum will be delivered predominately through whole class lessons, smaller group work and where relevant, in one to one sessions.

Responding to pupils' questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

Meeting the needs of SEND pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

An Inclusive Approach Through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

Teaching, learning and assessment:

- All teachers receive training on the delivery of RSE/PSHE as part of the wider staff training programme. Where necessary or appropriate additional training will be provided to ensure all staff are confident in their delivery.
- Should any teachers feel the need to raise concerns about their ability to teach certain areas of the RSE and PSHE curriculum they can contact the Vice Principal [Personal Development] or Primary Pastoral Deputy Headteacher to do so
- RSE and PSHE lessons are taught in line with the academy wide teaching & learning policy.
- There are no formal assessments in RSE and PSHE. Units of work start with baseline assessments and conclude with students revisiting these baseline assessments to assess their progress. There is no statutory requirement to assess or report on RSE outcomes.

Safeguarding and Responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a

safe working environment for both pupils and staff. **All staff at Ark Burlington Danes Academy receive safeguarding training.**

Roles and responsibilities

The governing board

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

The Principal/Headteacher

The Principal or Headteacher (primary) is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff [Tutors] are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

Working with Parents/Carers and the Wider Community

This PSHE Policy was developed in consultation all stakeholders – including staff and parents/carers – in order to meet the needs of the local community. The views of pupils also help shape the content of PSHE at the school.

Burlington Danes Primary recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective we:

- Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school's approach to PSHE.
- Make this PSHE Policy available via our school website – a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

The RSE curriculum is statutory in primary schools and parents may not withdraw children from statutory curriculum content. Children also may not be withdrawn from content covered in the science or RE curriculum, for example human reproduction. The Primary Headteacher will always look to engage in dialogue with any parent that is concerned about the content delivered to enable the child to learn all content from our curriculum as well as the statutory national curriculum.

Secondary Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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 and addressed to relevant assistant Principals: Olivia Williamson [Secondary], Karis Stanislaus [Primary]

A copy of withdrawal requests will be placed in the student's educational record. The relevant Assistant Principal will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly. The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Assessing pupils learning
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

This Policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) (2019)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- Equality Act 2010 and schools (2010)
- SEND code of practice: 0 to 25 years (statutory guidance) (2015)
- Alternative Provision (statutory guidance) (2013 – updated 2016)
- Mental Health and Behaviour in Schools (advice for schools) (2018)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)
- Sexual violence and sexual harassment between children in schools (advice for schools) (2018)

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

Appendix 1: RSE Curriculum Statutory Content

By the end of primary school students should know:

Families and people who care for me
That families are important for children growing up because they can give love, security and stability
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships
How important friendships are in making us feel happy and secure, and how people choose and make friends.
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships
The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Practical steps they can take in a range of different contexts to improve or support respectful relationships.

The conventions of courtesy and manners.
The importance of self-respect and how this links to their own happiness.
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
What a stereotype is, and how stereotypes can be unfair, negative or destructive.
The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships
That people sometimes behave differently online, including by pretending to be someone they are not.
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
How information and data is shared and used online

Being Safe
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
How to recognise and report feelings of being unsafe or feeling bad about any adult.
How to ask for advice or help for themselves or others, and to keep trying until they are heard.
How to report concerns or abuse, and the vocabulary and confidence needed to do so.
Where to get advice e.g. family, school and/or other sources

By the end of secondary school students should know:

Families
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 and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships 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 and civil partnerships are 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; how to 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
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 in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
What constitutes sexual harassment and sexual violence and why these are always unacceptable
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media
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 behaviour, can damage the way people 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
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health
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

Please note some of these outcomes will be achieved through the Science curriculum.

Appendix b: Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents:

Appendix c: Ark Burlington Danes Primary PSHE Overview

		Autumn Term		Spring Term		Summer Term	
		HT1	HT2	HT3	HT4	HT5	HT6
EYFS	Year R	What is special about me?	Why is family important?	What can I do to look after my body?	How can I keep myself safe?	How can we care for the environment?	Who's in our community?
	Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
KS1	Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
	Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Lower KS2	Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
	Year 5	What makes up our identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Upper KS2	Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? / How do friendships change as we grow?	

Appendix d: Ark Burlington Danes Academy secondary PSHE overview

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year 7	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	Personal identity * Families & friendships *Diversity, Prejudice & Bullying	Health & Puberty *Health influences & Puberty	Ambitions *Careers & Aspirations	Relationships & Self-Worth * Romance & Friendships [including online] and Relationship Boundaries [Consent]	Money & Me [Lloyds Bank] *Financial Decision Making
Year 8	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	Emotional Wellbeing *Mental Health & Emotional Wellbeing *Body Image	Ambitions *Equality of Opportunity in Careers & Life Choices	Relationships & Identity *Gender identity *Discrimination [all forms] * Sexual Orientation	FIRST GIVE COMPETITION *Social Responsibility *Social Action	Healthy Lifestyle *Basic First Aid
Year 9	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	Respectful Relationships *Healthy & Unhealthy relationships *Sexting/Sending Pictures *Online Behaviour & Safety	Barclays Life Skills *Goal Setting *GCSE Options *Employability Skills	Intimate Relationships *Relationships & Sex Education *Consent, Contraception & Online Media	Peer Influence & Gangs *Exploitation *Peer Influence	EconoME [Financial literacy] *Impact of financial decisions *Debt & Gambling
Year 10	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	Disrespect Nobody *Relationship Expectations *Myths &	Relationships & Identity [Stonewall] LGBTQ+ Awareness	Extremism & Radicalisation *Communities *Belonging *Challenging	Relationships *Relationships & Sex *Contraception and risk of STIs	Ark Ambitions *Work Readiness Skills *Work Experience Readiness

		Challenges		Extremism	*Conflict resolution	
Year 11	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	Ark Ambitions [Post 16 Options & Progression]	RSE [Consent, STIs & Contraception]	Lifestyle Choices [Knife Free, Sleep factor & Online Choices]	Study Skills & Intervention	
Year 12	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	DEAL [Developing Emotional Awareness & listening] *Stress & Anxiety *Coping Strategies	RSE [Consent, STIs & Contraception]	Lifestyle choices [Drugs and alcohol]	Social Action Project	UCAS
Year 13	Our World in 2021 [Key safeguarding, cultural and lifestyle knowledge]	STIGMA: Mental Health Awareness *Mental Health Stigma *Safeguarding Mental Health	Lifestyle choices [Drugs and alcohol]	Personal finance and payday loans	Study Skills & Intervention	

