

Relationships and Sex Education Policy

To be read in conjunction with:

Academic Support Policy

Anti-bullying (including Cyber-bullying) Policy

Drugs Policy

Equality Opportunities Policy

Safeguarding & Child Protection Policy

Mental Health and Behaviour in Schools November 2018

Introduction: Relationships Education, Relationships and Sex Education (RSE) and Health Education

Keeping Children Safe in Education 2021

Behaviour and Discipline in Schools

Equality Act 2010: Advice for Schools

SEND Code of Practice: 0 to 25 years

Preventing and Tackling Bullying

Sexual Violence and Harassment between Children in Schools

The Equality and Human Rights Commission

Promoting Fundamental British Values as part of SMSC

National Citizen Service

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This policy covers Relationships Education (Junior School) and Relationships and Sex Education (Senior School). It also covers the elements of Health Education where it relates to Sex Education.

1. Definition:

Relationships Education

At Bedford Modern School we believe that our high-quality Relationship & Sex Education will stay with our students for life. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. At BMS we are committed to the important role that RSE plays in students' holistic education and we aim to build on the RSE programmes each year.

Relationship and Sex Education (Junior School)

At BMS Junior School we focus on teaching the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults. These principles of positive relationships also apply to online relationships. At BMS we understand that this requires sensitivity and is based on the knowledge of the students and their personal circumstances.

Through health education (puberty) we believe that it is fundamental for students to develop positive attitudes and knowledge about the body. It is essential that students are prepared for the changes that adolescence will bring. We believe that it is important for Junior School students to have a basic knowledge of sex education and our programme is tailored to the age, physical and emotional maturity of the students.

The theme of consent is introduced in Year 5 and then built on in Year 6.

Relationships and Sex Education (Senior School)

RSE at Bedford Modern School is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice.

The theme of consent underpins our RSE workshops and modules. We introduce students to the importance of consent, and this is revisited on a yearly basis and adapted to the age of each year group.

2. Aims and Objectives

At Bedford Modern School our Relationships and Relationships and Sex Education Programme seeks to:

Whole School Aims:

- To ensure there is progression in delivery through the school from Junior into Senior and on into Sixth Form.
- Be age appropriate and differentiated to the needs of the students including SEN, autistic, vulnerable, visually impaired students and any other disabilities that require a bespoke curriculum.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**.
- To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum.
- Ensure students can identify the qualities of **healthy and unhealthy relationships**.
- Prepare students for the journey from **adolescence to adulthood**.
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes.
- Place paramount importance on online safety and the risks of using social media.

Junior School Aims:

- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Teach students how a baby is conceived and born.
- Help students to identify where they can seek help & support regarding puberty & sex education.

Senior School Aims:

- Be fully **inclusive of all genders, sexual orientations, and all types of families (LGBTQ+ inclusive)**.
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent.
- To represent all types of families and to explore the different **Paths to parenthood**.
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**.
- Make students aware of how and where to **seek help** if they are in an unhealthy or abusive relationship.
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by understanding a range of **contraception**.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.
- Develop students' understanding of the dangers of pornographic material.

3. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. **See appendix 1 for further information on curriculum content.**

4. Course Content

Detailed content of the Relationships and Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Relationships and RSE curriculum for SEND students

Where possible all students will remain with their tutor/form group for RSE lessons. As with any lesson, tutors will differentiate for students with SEND and those who are vulnerable. This may mean differentiated work or alternative delivery depending on the nature of the need. The SENDCo and Head of PSHE/Deputy Head in the Junior School will make the relevant plans at the start of each academic year, in consultation with parents.

5. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual tutors will decide as to whether the subjects are suitable for class discussion. Tutors will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
2. If a question is felt to be too explicit, the tutor will acknowledge it and deal with it outside the whole class setting.
3. Tutors should establish a set of ground rules so that young people are aware of parameters.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.
5. Tutors and students will show respect for all genders, sexualities and different types of families.
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Tutors will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Tutors will challenge stereotypes and misconceptions about HIV.
9. Tutors should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

6. Organisation and Delivery

Junior School

1. Our RSE programme is an integral part of our whole school PSHE education provision and is delivered in the autumn & spring term in the Junior School.
2. The planning takes on a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level in each year group.
3. RSE is delivered by the form tutor during two 25-minute sessions each week and will be taught through a range of teaching methods and interactive activities.
4. Identified SEND or vulnerable students will receive a differentiated RSE programme as required (outlined in section 5 Course Content).
5. Baseline assessment at the start of each RSE topic allows the form tutor to differentiate the programme to the form group and students are encouraged to reflect on their own learning and progress at the end.

Senior School

1. Relationships & Sex Education is taught in Y7-11 through PSHE tutorials and also as part of the extended tutorial programme.
2. All students within the school have equal access to Relationships & Sex Education. Topics are revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities. The curriculum is progressive.
3. Identified SEND or vulnerable students will receive a differentiated RSE programme as required (outlined in section 5 Course Content).
4. All form tutors deliver PSHE to their tutor group. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. The School will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice (see below).

7. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.
2. At the start of the academic year a letter with a PSHE Year Overview of the schemes of learning will be sent to parents, this will include the content for the RSE element of the course. The RSE policy can also be viewed on the school portal.
3. This letter will also invite any feedback to be sent to the Head of PSHE. Parents are encouraged to provide feedback or raise questions regarding the course content. As key to maintaining effective relationships with our parent body, all views are listened to.
4. Parents/guardians are welcome to explore our RSE curriculum further by requesting to view it alongside the teaching materials.
5. Parents will be invited to participate in workshops relating to the RSE curriculum that their child is receiving. Where appropriate, resources will also be shared with the parent body.

8. Right to Withdraw

1. Parents do not have the right to withdraw their child from Relationships or Health education either in the Junior School or the Senior School

2. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum.
3. Initially, consent will be sought at the beginning of Y5, however, prior to the summer term further details regarding the curriculum content will be communicated to parents. Parents wishing to withdraw their children from sex education must contact the Deputy Head of the Junior School who will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. BMS will document the process.
4. Parents with concerns or considering withdrawing their child for Sex Education in the Senior School should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns but should parents still wish to withdraw their child then a request should be made in writing to the Headteacher.

9. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see, and in some circumstances to treat, young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

10. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships and Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance. The school is planning to work with charities including Brook, NCT, our Police Liaison Officer and Chelsea's Choice.

11. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum.

The school will establish regular opportunities to garner parental feedback regarding the RSE curriculum. Parents will also be invited to attend Health Education (Puberty & Hygiene) and Sex Education workshops aimed at communicating the curriculum content which will also allow for feedback to be provided.

The schemes will be frequently updated in accordance with changes in legislation and are abreast of updates by the ISI Regulatory Requirements.

Monitoring and Evaluation will be used to ensure that all teachers are delivering the PSHE curriculum effectively. This will take the form of lesson drop in, learning walks, end of topic quizzes, as appropriate, and the sharing of effective resources.

Miss L Coltman
Assistant Head (Senior School)

Mr M Redmond
Deputy Head Pastoral (Junior School)

Mrs E Shepherd
Head of PSHE (Senior School)

Interim Review October 2023
Review Date May 2024

12. Appendix 1 - Statutory RSE Curriculum

By the end of primary school:

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

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| Respectful Relationships | <p>Students should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online Relationships | <p>Students should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online |
| Being Safe | <p>Students should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact |

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| | <ul style="list-style-type: none"> • 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, for example family, school or other sources |
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By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

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| Families | <p>Students should know</p> <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 | <p>Students should know</p> <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. |

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| | <ul style="list-style-type: none"> • 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. |
| Online and media | <p>Students should know</p> <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 | <p>Students should know</p> <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. |

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| | <ul style="list-style-type: none"> • 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 | <p>Students should know</p> <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 and menopause. • 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. |

13. Appendix 2 - RSE Programme of Study Bedford Modern School

Junior School

| Year Group | RSE Theme | Content Covered | Term of Delivery |
|---------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Year 3 | Families & Friendship What makes a family; features of family life | <ul style="list-style-type: none"> To recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents That being part of a family provides support, stability and love To understand about the positive aspects of being part of a family, such as spending time together and caring for each other About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried What to do and whom to tell if family relationships are making them feel unhappy or unsafe | Autumn |
| | Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour | <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online About what privacy and personal boundaries are, including online Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved About bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour | Autumn |
| | Respecting ourselves & others Recognising respectful behaviour; the importance of self- | <ul style="list-style-type: none"> To recognise respectful behaviours e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online The importance of self-respect and their right to be treated respectfully by others and what it means to treat others, and be treated, politely | Autumn |

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| | respect; courtesy & being polite | <ul style="list-style-type: none"> The ways in which people show respect and courtesy in different cultures and in wider society. | |
| Year 4 | Families & Friendship Positive friendships, including online | <ul style="list-style-type: none"> The features of positive healthy friendships such as mutual respect, trust and sharing interests Strategies to build positive friendships How to seek support with relationships if they feel lonely or excluded How to communicate respectfully with friends when using digital devices How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know What to do or whom to tell if they are worried about any contact online | Autumn |
| | Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online | <ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online How to respond if they witness or experience hurtful behaviour or bullying, including online Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable How to manage pressures associated with dares When it is right to keep or break a confidence or share a secret How to recognise risks online such as harmful content or contact How people may behave differently online including pretending to be someone they are not How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online | Autumn |
| | Respecting ourselves & others Recognising differences & similarities; discussing difference sensitively | <ul style="list-style-type: none"> To recognise differences between people such as gender, race, faith To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations About the importance of respecting the differences and similarities between people A vocabulary to sensitively discuss difference and include everyone | Autumn |

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| Year 5 | Families & Friendship Making friends & peer influence | <ul style="list-style-type: none"> • What makes a healthy friendship and how they make people feel included & strategies to help someone feel included • About peer influence and how it can make people feel or behave & the impact of the need for peer approval in different situations, including online • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • That it is common for friendships to experience challenges • Strategies to positively resolve disputes and reconcile differences in friendships • That friendships can change over time and the benefits of having new and different types of friends • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships | Spring |
| | Safe Relationships Physical contact & feeling safe | <ul style="list-style-type: none"> • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations & how to ask for, give and not give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable • That it is never someone's fault if they have experienced unacceptable contact & how to respond to unwanted or unacceptable physical contact • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Whom to tell if they are concerned about unwanted physical contact | Spring |
| | Respecting ourselves & others Responding directly to a wide range of people; recognising prejudice & discrimination | <ul style="list-style-type: none"> • To recognise that everyone should be treated equally & why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • The impact of discrimination on individuals, groups and wider society • Ways to safely challenge discrimination & how to report discrimination online | Spring |

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| | Growing & Changing Physical & emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | <ul style="list-style-type: none"> • How to identify external genitalia and reproductive organs • About the physical and emotional changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Strategies to manage the changes during puberty including menstruation • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss the challenges of puberty with a trusted adult & how to get information, help and advice about puberty | Autumn |
| Year 6 | Safe Relationships Recognising & managing pressure; consent in different situations | <ul style="list-style-type: none"> • To compare the features of a healthy and unhealthy friendship • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong & strategies to respond to pressure from friends including online • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • How to get advice and report concerns about personal safety, including online • What consent means and how to seek and give/not give permission in different situations | Autumn |
| | Families & Friendship Attraction to others; romantic relationships; civil partnerships & marriage | <ul style="list-style-type: none"> • What it means to be attracted to someone and different kinds of loving relationships & that people who love each other can be of any gender, ethnicity or faith • The difference between gender identity and sexual orientation and everyone's right to be loved • About the qualities of healthy relationships that help individuals flourish • Ways in which couples show their love and commitment to one another, including those who are not married or who live apart • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • That people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried | Autumn |

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| | Respecting ourselves & others Expressing opinions & respecting other points of view, including discussing topical issues | <ul style="list-style-type: none"> • About the link between values and behaviour and how to be a positive role model • How to discuss issues respectfully & how to listen to and respect other points of view • How to constructively challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements | Autumn |
| | Growing & Changing Human reproduction & birth; increasing independence | <ul style="list-style-type: none"> • Identify the links between love, committed relationships and conception • What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb & that pregnancy can be prevented with contraception • About the responsibilities of being a parent or carer and how having a baby changes someone's life • To recognise some of the changes as they grow up e.g. increasing independence & about what being more independent might be like, including how it may feel | Summer |

Senior School

| Year Group/Key Stage | RSE Theme (from the 2020) the statutory guidance | RSE Topics in the BMS Curriculum | Content covered from statutory guidance | Curriculum Area in which this is delivered |
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| Year 7 | Respectful relationships Being safe Body change and puberty | <p>Transition and safety: Transition to secondary school and personal safety in and outside school</p> <p>Building relationships: Self-worth, romance and friendships (including online) and relationship boundaries.</p> <p>: Diversity: Diversity, prejudice, and bullying</p> <p>: Health and puberty: Healthy routines, influences on health, puberty, unwanted contact</p> | <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 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | PSHE Extended Tutorials |

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| | | | <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • introducing that some types of behaviour within relationships are criminal, including online communications. • 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. • body change and puberty, including gender identity. | |
| Year 8 | <p>Being safe and healthy</p> <p>Respectful relationships</p> | <p>Discrimination: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.</p> <p>Identity and relationships: Gender identity, sexual orientation, consent, FGM, and an introduction to Contraception.</p> <p>Digital literacy: Online safety (including 'sexting'), digital literacy, media reliability, and gambling hooks.</p> | <ul style="list-style-type: none"> • first aid and personal safety • 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). • 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. • 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. • 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). • the difference between healthy and unhealthy relationships and how to manage a breakup. • how to: determine whether other children, adults or sources of information are trustworthy: judge when | <p>PSHE Extended Tutorials</p> |

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| | | | <p>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> <ul style="list-style-type: none"> • understanding the danger of viewing pornographic materials. • focus on sexting. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • the concepts of, and laws relating to FGM, and how these can affect current and future relationships. | |
| Year 9 | <p>Being safe</p> <p>Intimate and sexual relationships, including sexual health</p> | <p>Intimate relationships: Relationships and sex education including consent.</p> <p>Intimate relationships: Relationships and sex education including contraception, the risks of STIs, and attitudes to pornography.</p> | <ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour. • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • different types of loving relationship. • 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. | <p>PSHE Extended Tutorials</p> |

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| | | | <ul style="list-style-type: none"> • 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). • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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. | |
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| Year 10 | <p>Family, Respectful relationships, Intimate and sexual relationships, including sexual health</p> <p>Health</p> | <p>Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p> <p>Exploring influence: The influence and impact of drugs, gangs, role models and the media.</p> <p>Healthy relationships: Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.</p> | <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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • 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). • 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. | <p>PSHE Extended Tutorials</p> |
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| | | | <ul style="list-style-type: none"> • 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). | |
| Year 11 | Health, Respectful relationships, Intimate and sexual relationships, | <p>Independence: Responsible health choices, and safety in independent contexts.</p> <p>Communication in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p> <p>Families: Different families, marriage, and forced marriage, and changing relationships.</p> | <ul style="list-style-type: none"> • understanding serious illness, checking your body, understanding support available • the concepts of, and laws relating to, forced marriage and honour-based violence and how these can affect current and future relationships. • promoting diversity and celebrating different types of relationship • understanding how to access support or steps to take if you receive homophobic mistreatment • LGBTQAI – including transgender and reassignment. • 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. • about conflict and its causes in different contexts, e.g. with family and friends, and conflict resolution strategies • 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). | PSHE Extended Tutorials |