

Relationships & Sex Education (RSE) Template Policy

TEAM Education Trust



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Other Linked Policies:	TEAM Accessibility Plan TEAM Anti-Bullying Policy TEAM Behaviour Policy TEAM Child Protection Policy TEAM SEND Policy TEAM Supporting Students with medical conditions Policy TEAM Trips & Visits Policy GDPR Documents 1, 2, 5, 6 & 7	

Version History

Version	Date	Detail	Author
1	7.5.20	Original document	C Briggs
2	12.05.21	Amendments to clause 6.7 to enable SEND school principal to override a parent request for their child to withdraw from SRE lessons, and, 6.8 addition of an Equality and Inclusion statement. This policy has been shared with staff and parents with a full consultation plan implemented with no concerns reported. Awaiting approval from Trustees to complete the consultation process hence amends shown in red. Red text removed following Trustee approval on 25.5.21	C Briggs/R Watson
3	09.05.22	Document renamed from Sex and Relationships Education. Section 1: Statutory Requirements have been edited to reflect current guidance. Section 2: Policy Development section has been added to show this document has been developed in consultation with parents.	R Watson
4	18.05.23	Addition of Section 1 Aims (new section) and subsequent re-numbering of sections Grammatical changes to Sections 2 and 3 Additions to Section 6 – signpost to appendix and specific notes on Primary education Section 7 addition of new content in 7.1, all of 7.2 and 7.3 7.2 Renamed e-safety to Online Safety and amended process for reporting 8.5 Addition of information relevant to staff including note to add the staff names of those teaching RSE Section 9 - Updated right to withdraw in line with national guidance Section 11 additions Section 12 additions	MMO
5	19.01.24	Section 1 - added Section 2 – clarification between Primary and Secondary requirements Section 3 – reworded Section 4 and 5 – minor rewording Section 6 – re-write to ensure reflects a Trust wide approach Section 6.4 - new Section 6.5 - new, with reference to new Appendix Section 7 – reworded including reference to new Appendices Section 7.1 - re-worded Section 7.2 and 7.3 and 7.5 - new Section 7.4 - reworded Section 8.1, 8.3, 8.4 and 8.5 - additions	RWA/NRE

		<p>Section 9 – reference to new Appendix added, with elements clarified</p> <p>Section 11 - reworded</p> <p>Section 12 – reference to new Appendix added, with review team widened</p> <p>Appendix 2 – added</p> <p>Appendix 3 – added</p> <p>Appendix 4 – added</p> <p>Appendix 5 - added</p>	
6	April and July 2025	<p>Updated to reflect move to a Trust wide aligned curricula for the teaching of RSE.</p> <p>Slight wording changes in Section 1, 2, 4, 6.2, 6.4 and 6.5 to aid clarity.</p> <p>Removal of some sections/appendices due to changes in curriculum.</p> <p>Update to section 3 linked to policy development and consultation approach.</p> <p>Update to section 5, 5.1, 6 and 6.1 linked to introduction of TEAM Belonging Curriculum.</p> <p>Update to section 7, 9 and 10 linked to roles and responsibilities with the introduction of TEAM Belonging Curriculum and Champion.</p> <p>Update linked to section 8 with regards record keeping linked to right to withdraw.</p> <p>Update to Appendix 1 – Curriculum Map.</p>	RWA, ABR, NRE

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1. Aims

The aims of Relationships and Sex Education (RSE) in our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a Trust, we recognise that we must provide Relationships Education to all Primary aged pupils, and RSE to all Secondary aged pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of Sex Education contained in the science curriculum at Primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

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

At TEAM Education Trust, we teach RSE as set out in this policy.

3. Policy Development

We acknowledge the importance of consultation with key stakeholders (parents, pupils and staff) with regards to RSE policies and curricula. TEAM Education Trust expects all of its school to undertake the appropriate parent consultation with regards the development of, or any subsequent adaptations to this policy and its' related curriculum.

The consultation and policy development process involved the following steps:

1. Review – a working group of staff from the Central Trust Education Team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and its' related curriculum (TEAM Belonging Curriculum) and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting, supported by the School Principal and/or the School RSE Lead, about the policy and its' related curriculum (TEAM Belonging Curriculum), at their respective schools
4. Pupil consultation – as part of a Trust Council meeting, pupil's from across the Trust schools' were spoken to, in order to investigate what exactly pupils want from their RSE curriculum
5. Ratification – once amendments were made, the policy (V6) and its' related curriculum (TEAM Belonging Curriculum) was shared with the board of trustees for ratification.

4. Definition

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also provides input to support with the emotional, social and cultural development of the students as well as preparing them for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood. It also provides lifelong learning about moral and emotional development, as well as the importance of; a stable and loving relationship for family life, respect, love and care. RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

We have a duty under the Equality Act 2010 to ensure our teaching is accessible to all our children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+).

Our inclusive sex and relationship education fosters good relationships between students, tackles all type of prejudice – including homophobia – and promotes understanding and respect.

Sex and Relationships Education, as part of the TEAM Belonging Curriculum is delivered within the aims and philosophy of the Trust and the agreed framework for the overall pastoral care of the students.

5. Curriculum

Our RSE curriculum (known as the TEAM Belonging Curriculum) is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of the students – including those with Special Educational Needs and Disabilities (SEND). If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

For more information about the Trust's RSE curricula (TEAM Belonging Curriculum), please contact the Trust's TEAM Belonging Champion or the RSE curriculum lead in each of our TEAM Schools. We will share all curriculum materials, including resources, with parents and carers upon request.

5.1 Sex Education within Primary Schools

Whilst we acknowledge that Sex Education is not compulsory in Primary Schools, we feel it is important that students understand the following, and therefore our teaching of Sex Education within our Primary Schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum (TEAM Belonging Curriculum), see our curriculum map in Appendix 1.

6. Delivery of RSE

As a statutory subject, RSE will be evidenced on all school timetables across the Trust, and taught as part of the Personal, Social, Health and Economic (PSHE) curriculum in the form of the TEAM Belonging Curriculum, with biological aspects being taught within the Science curriculum, and some other aspects covered within the Religious Education (RE) curriculum.

Across all key stages students will be supported to develop their knowledge towards the National Curriculum end points, whilst developing the following skills:

- Communication – including how to manage relationships and emotions.
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a lifestyle
- Managing conflict
- Undertaking discussion and group work

Relationships Education within Primary Schools will focus on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex Education within Primary schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

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

For more information about our curriculum (TEAM Belonging Curriculum), see our curriculum map in Appendix 1.

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

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

6.1 School RSE Delivery

Whilst the RSE Curriculum as outlined within the TEAM Belonging Curriculum is a Trust wide aligned curricula, individual schools within the Trust will determine how RSE is taught in the classroom (aligned to the Trust's Learning Principles (see Appendix 2).

ACTION - Each school to outline its RSE delivery here

6.2 Inclusivity

The curriculum must be inclusive and should celebrate differences.

We will teach about the topics in the RSE curriculum in a manner that:

- Considers how a diverse range of pupils will relate to them, including those of differing abilities, religious faiths, and sexual orientation, ensuring negative stereotypes are suitably challenged
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation required

6.3 Use of Resources

Each school **will** consider whether any resources they plan to use:

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

6.4 Online Safety

Within the Trust, online safety is seen as an integral part of our responsibility to ensure that all pupils are kept safe in school.

We are committed to the safe and responsible integration of technology throughout our schools and recognise technology as a valuable tool across the curriculum for all our pupils.

We understand the importance of ensuring that our pupils remain safe whilst using ICT technology, the internet, and social media. Positive messages about the safe use of technology and social media platforms will be delivered across the curriculum including RSE, to ensure this knowledge is embedded within our pupils. Staff will teach pupils strategies for keeping themselves safe and make them aware of how to report issues linked to online safety.

Within TEAM, staff are required to identify, assess and reduce (where possible) any risks and levels of harm to the pupils, as well as the liability of the school, and Trust, in regards to this matter. All pupils who use the internet or other ICT technology and social media platforms will have parental consent to use it and will be closely monitored in their use of it at all times. Otherwise, this will be adult led to ensure appropriate and safe use is maintained at all times.

All staff have a responsibility to record issues relating to the use of IT via CPOMs. Where issues have arisen, staff will be expected to notify either the designated online safety officer, a DSL or the Principal, immediately following a concern.

6.5 Use of external organisations and materials

Where TEAM Education Trust schools choose to use an external organisation and its materials it will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

Schools will:

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

Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow their usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, the Trust, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
-
- Schools will not, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and Responsibilities

Responsibility for ensuring that RSE takes place across the schools are as follows:

7.1 The Board of Trustees

The Board of Trustees have a responsibility to ensure that all schools within the Trust meet the expectations of the statutory guidance. The board of Trustees will approve the RSE policy.

7.2 The Chief Executive Officer (working with the TEAM Belonging Champion)

The CEO will:

- Work with the Principals to ensure they can implement the policy across their school, and hold them to account for its implementation
- Report to the board of trustees on any issues with its implementation across the Trust

7.3 The Local Governing Bodies

The Local Governing Bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

7.4 Principals & Senior Leaders

The Principals, and Senior Leaders are responsible for ensuring that RSE is taught consistently across their schools, in line with the Trust's Learning Principles, and for sharing resources and materials with parents and carers, managing requests to withdraw students from non-statutory/non-science elements of the RSE curriculum (see section 8).

7.5 All Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The following staff teach RSE in the school:

ACTION - School to outline who teaches RSE within the school, and their role

7.6 Students

Students are expected to engage fully in RSE sessions and at all times to treat others with respect and sensitivity.

8. Parents Rights to Withdraw

For Primary School age children, parents/carers do not have the right to withdraw their children from Relationships or Health Education. Parents/carers have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within RSE.

For Secondary School age children, parents/carers have the right to withdraw their children from all or part of the non-statutory/non-science components of Sex Education within the RSE curriculum – up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive Sex Education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Principal of the school, using the form found in Appendix 4 of this Policy.

A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents/carers and take appropriate action in response to their request (subject to its alignment to the aspects which they can request for their child to be withdrawn) with alternative work being given to students who are withdrawn from Sex Education sessions. Principals will keep a record of those who have been withdrawn from elements of the non-statutory/non-science components of Sex Education.

It should be noted by parents that as a SEND school, the Principal has the right to decline the request of a parent to withdraw their child if the Principal believes it is deemed in the child's interests to do so, or if the child is at unusual risk from sexual activity or sexual exploitation. Reasons will be provided in writing for any such decision.

9. Staff Training

Schools, working alongside the TEAM Belonging Champion are responsible for training staff on the delivery of RSE as part of their induction, and will ensure it is included in their Continuing Professional Learning Development CPLD calendar.

The Principal, working alongside the TEAM Belonging Champion, may also invite visitors from outside the school, such as School Nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring

The delivery of RSE is monitored by Principals and the TEAM Belonging Champion through:

- The review of planning
- The review of student's work, including as part of moderation activities
- The undertaking of learning walks
- Discussions with staff about student's development as demonstrated through internal school assessment systems
- Stakeholder voice
- Trust Internal and External Quality Assurance

Pupils' development in RSE is monitored by class teachers as part of their school's internal assessment systems, and against the end of phase National Curriculum expectations (see Appendix 3).

This policy will be reviewed by the Central Education Team, including the TEAM Belonging Champion for the Trust annually. At every review, the policy will be approved by the Board of Trustees.

Appendix 1 – TEAM Belonging Curriculum Map

TEAM Belonging Curriculum

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Kindness Value	Hope	Trust	Diversity	Collaboration	Perspective	Resilience	Flourishing	Individuality	Gratitude
TEAM Trust Value	TEAM	Trust	Respect	Together	Excellence	Enterprise	Opportunity	Growth	Honesty
EYFS	Talk about the lives of the people around them and their roles; How do we make friends? What it means to be kind and unkind.	Work and play cooperatively. Know how to ask adults for help. Say how they are feeling; staying within set boundaries; talk with others to solve conflicts	See themselves as valuable individuals; show sensitivity to their own and to others' needs, interest and opinions; take turns and share resources; notice and ask questions about differences	Work and play cooperatively and take turns with others; that they belong to different communities and social groups;	How to describe what they can do well and are getting better at. Know the internet and other devices help us to find things out. Use technology with adult support.	Extend and elaborating play ideas, e.g. building up a shop role play activity with other children. How to talk to other students when playing, and will communicate freely about uses of money in own home and community	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. What is exercise? Know and talk about why they need to keep physically active.	What growth and changes mean Be confident to try new activities and show independence, in the face of challenge. How to adapt behaviour to different events, social situations and changes in routine.	Explain the reasons for rules, know right from wrong and try to behave accordingly. The need for safety when tackling new challenges, and considers and manages some risks

Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; <u>recognising hurtful behaviour</u>	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely <u>responding</u> to others; the impact of <u>hurtful behaviour</u>	<u>Recognising</u> respectful <u>behaviour</u> ; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to <u>hurtful behaviour</u> ; managing confidentiality; <u>recognising</u> risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; <u>recognising</u> prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, <u>immunisations</u> and allergies	Personal identity; <u>recognising</u> individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	<u>Recognising</u> and managing pressure; consent in different situations	Expressing <u>opinions</u> and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Year 7	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM			

Year 8	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies
Year 9	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Employability skills Employability and online presence	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid
Year 10	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Work experience Preparation for and evaluation of work experience and readiness for work	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Exploring influence The influence and impact of drugs, gangs, role models and the media
Year 11	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Next steps Application processes, and skills for further education, employment and career progression	Employability skills Employability and online presence	Building for the future Self-efficacy, stress management, and future opportunities	Independence Responsible health choices, and safety in independent contexts
Year 12	Respectful relationships Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships	Diversity and inclusion Living in a diverse society Challenging prejudice and discrimination	Planning for the future Exploring future opportunities Post-18 options The impact of financial decisions	Readiness for work Career opportunities Preparing for the world of work	Mental health and emotional wellbeing Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies	Health choices and safety Independence and keeping safe Travel First aid The impact of substance use
Year 13	Intimate relationships Personal values, including in relation to contraception and sexual health Fertility Pregnancy	Building and maintaining relationships New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes	Financial choices Managing money Financial contracts Budgeting Saving Debt Influences on financial choices	Next steps Application processes Future opportunities and career development Maintaining a positive professional identity	Independence Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood	

Appendix 2 – TEAM Learning Principals

These core curriculum principles are then underpinned in terms of our teaching and learning principles which are as follows;

- Be passionate about the learning – develop their curiosity, knowledge, and a genuine love for learning.
- Model a love of learning
- Demand quality and set high expectations (including clear measurable outcomes) which are praised when achieved.
- Demonstrate fidelity to agreed schemes and approaches e.g. Phonics Scheme.
- Use your knowledge of the students to inform your lesson planning, instruction and assessment
- Ensuring inclusivity and challenge for all, using adaptive teaching
- Staff know the subject content they are teaching and how to teach the content with impact (pedagogy – questioning, assessment for learning, modelling, scaffolding, responsive teaching)
- Build on prior learning and progressively refine (through checking for understanding) learning to connect knowledge based on reflection and feedback to support knowledge acquisition and ultimately long-term memory change
- Encourage cooperation and active learning among students
- Give prompt feedback and quality instructions to support learning
- Provide opportunities for practice, repetition, and mastery to support knowledge acquisition and long-term memory change
- Develop children’s capabilities for learning to learn (metacognition) so they are resilient to change and as independent as possible
- Help students organise their knowledge
- Provide activities which focus attention and promote a positive learning environment
- Develop a classroom climate where there is a can-do attitude and a willingness to ask questions
- Understanding the curriculum beyond your subject specialism to promote transferable knowledge and the interleaving of subject skills

Appendix 3 – National Curriculum Expectations

By the end of Primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships

	<ul style="list-style-type: none"> • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of Secondary School pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available

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| | <ul style="list-style-type: none">• 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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Appendix 4 – Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents/carers			