



GUILSBOROUGH ACADEMY

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Policy Name	Relationship and Sex Education Policy
Committee	Standards and Curriculum
Owner	Head of Life Skills and Enterprise
Statutory	Yes
Authorisation	Trustees to ratify

Date Ratified	Review Date
February 2025	January 2026



Changes made to the policy / document

Review Date	Page Number	Details of changes made
Sept 2023	2	Definition
	4	8. Parents/Carers' right to withdraw 9. Training
Sept 2024	2	2. Equality Act & Prevent Duty 4. Definition: All years
	3	5. Added KS5 6. Added right to withdraw and definition of such
	4	7.4. Added RARE values 9. Definition of training clarified.
	6-10	Added new curriculum scheme of learning
	11	Added new Knowledge Organiser
	15-19	Added new Learning Journey Maps

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1. Aims

The aims of relationships and sexual health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- 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.
- Integrate relationships and sex education into our Life Skills Programme delivered through our tutorial programme, Life Skills Lessons, and life skills days.
- Ensure that students are prepared to be global citizens in the 21st century.

2. Statutory requirements

As a secondary academy school we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

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

Our policy is developed in line with the DFE guidance on implementing the new framework for RSE 2020 outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Statutory information re: the Equality Act (2010) and the Prevent Duty Guidance (2023) is delivered.

At Guilsborough Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Review - the Middle Leader responsible pulled together all relevant information including relevant national and local guidance
2. Staff consultation - school staff were selected to look at the policy and make recommendations
3. Parent/stakeholder consultation - all parents/carers and any interested parties were informed online, and feedback requested.
4. Pupil consultation - we investigated what exactly students want from their RSE through a questionnaire online.
5. Ratification - once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE is taught to all years at the Academy.

At Guilsborough Academy, the RSE curriculum forms part of our wider Life Skills Programme. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity or promotion of one view about sexuality and gender above another.



5. Curriculum

Our 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, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Guidelines for curriculum development have been recently updated by the Department for Education and can be found in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). Our curriculum has been designed to meet this new requirement and maps a flightpath of age appropriate learning throughout key stages 3, 4 and 5.

6. Delivery of RSE

RSE is taught within the Life Skills (or personal, social, health and economic (PSHE) education) curriculum. As a school, we refer to PSHE as Life Skills. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

Students also receive stand-alone sex education sessions delivered by a trained external provider to ensure that the most up-to-date, sensitive and expert delivery of such themes is upheld as part of an off-timetable day.

As part of the science curriculum, students will receive statutory sex education lessons through the curriculum as outlined in the scheme of learning developed by the science department.

All PSHE and tutor sessions are taught using age-appropriate content.

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

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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQAI+ parents/carers, families headed by grandparents, adoptive parents, 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).

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The "statutory elements" of RSE relates to the aspects covering healthy relationships and protected characteristics. Parents/Carers cannot withdraw their child from this. For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The Trust board

The Trust board will approve the RSE policy and hold the principal to account for its implementation.

7.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way



- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE by passing this forward to Mr Flanagan, RSE lead, to submit to the principal for approval.

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. Online training is offered and provided in relation to RSE for non-specialists.

Mr Flanagan (Head of Life Skills and Enterprise) is the school's lead for RSE.

All tutors are responsible for delivering RSE, as required, as part of the Life Skills Tutor Time Scheme of Learning (see appendix 1). Online training is offered to staff in relation to this.

Teachers of Science will teach the national curriculum sex education components of RSE in line with the scheme of learning for KS3 science.

Where appropriate, expert external providers will be used to deliver the more specialist areas of the RSE curriculum as deemed necessary by the RSE Lead.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the Academy RARE values.

8. Parents/carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The "statutory elements" of RSE relates to the aspects covering healthy relationships and protected characteristics. Parents/Carers cannot withdraw their child from this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The principal will direct the HoY to discuss the request with parents/carers and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are thoroughly trained on the delivery of RSE as required and it is included in our continuing professional development calendar. Training is delivered via the RSE lead, external specialists or online training as required.

The RSE Lead will at appropriate times 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 arrangements

The delivery of RSE is monitored by Mr Flanagan (Head of Life Skills and Enterprise) through:

- Learning walks undertaken in conjunction with HOYs and SLT
- Staff and student voice - collected annually.



- SOL review with teachers of Life Skills curriculum
- Cross-school collaboration with RSE leads in the SWAN partnership schools.

This policy will be reviewed by Mr Flanagan (Head of Life Skills and Enterprise) annually. At every review, the policy will be approved by the Board of Trustees.



Appendix 1: Life Skills Scheme of Learning

Curriculum Map Life Skills 2024-2025 Overview

C1-C6 = C Units – Curriculum Lessons (C1 = Term 1, Curriculum Lesson) T1 – T6 = T Units – Tutor Time Sessions (T1 = Term 1, Tutor Session)

Key: **British Values**

Careers Education

Character Education

Alongside this programme, students in Key Stage 3 receive a fortnightly career focused Tutor Session (**Career of the Fortnight**)

Students in Key Stage 4 receive a weekly career focused Tutor Session (**Career Focus**)

	Living in the Wider World	Health and Wellbeing	Relationships
Year 7 (2 Hrs 40 Mins per fortnight)	C1 – Managing Change <ol style="list-style-type: none"> 1. What is PSHE? 2. Getting to Know People 3. What is a community? 4. Careers and Your Future 5. Sleep and Relaxation 6. Financial Education 7. Transition Points in Your Life 	C2 – Puberty & Body Development <ol style="list-style-type: none"> 1. Introduction to Puberty 2. Girls Puberty & Periods (Double Lesson) 3. Boys Puberty 4. Personal Hygiene 5. Growing Up 6. Self-Esteem 7. Tooth Decay & Dental Health 	C3 – Friends, Respect & Relationships <ol style="list-style-type: none"> 1. Consent and Boundaries 2. Respect and Relationships 3. What Makes a Good Friend? 4. Friendships & Online Relationships 5. Being Positive 6. Pressure, Influence and Friends 7. What Does it Mean to be a Man Today?
	C6 – Politics & Parliament (British Values) <ol style="list-style-type: none"> 1. Why is Politics Important? 2. How is our Country Run? 3. The Role of the Prime Minister 4. The Monarchy and King Charles III 5. Politics, Debates and Parliament 6. Elections and Campaigning 7. Creating a Political Party 	C4 – Staying Safe, Online & Offline <ol style="list-style-type: none"> 1. Avoiding Gangs & Criminal Behaviour 2. Staying Safe Online 3. Online Gaming, Grooming & Addiction 4. Alcohol and Risk 5. Nicotine and Smoking 6. E-Cigs, Vaping and Shisha 7. Energy Drinks and Caffeine 8. Knife Crime and Safety 	C5 – Celebrating Differences (British Values) <ol style="list-style-type: none"> 1. What is your Identity? 2. Multicultural Britain 3. Importance of Being Kind 4. Breaking Down Stereotypes 5. Learning Disabilities 6. Prejudice and Discrimination 7. Challenging Islamophobia
	T1 – BecomingX (Character Education) <ol style="list-style-type: none"> 1. Commencement Speech – Bear Grylls (BecomingX) 2. BecomingX - Leaders 3. BecomingX - Teams 4. BecomingX - Champions 	T2 – Careers Education - Unifrog <ol style="list-style-type: none"> 1. What is a Career? 2. What is a Work-Life Balance? 3. Working & Earning – Managing Your Money 4. What is an entrepreneur? 	T3 – EC Resources – RSHE <ol style="list-style-type: none"> 1. Anti Bullying 2. Falling in Love and Romantic Relationships 3. Healthy Relationships 4. Importance of Trust 5. Marriage
	T6 – EC Resources – Wider World (Careers)	T4 – EC Resources – Health & Wellbeing	T5 – Healthy Relationships - Unifrog



	<ol style="list-style-type: none"> Budgeting Our Money Careers Skills and Qualities part 1 Careers Skills and Qualities part 2 Importance of Respect 	<ol style="list-style-type: none"> Dangers of Vaping Kindness & Empathy Introduction to Mental Health Safer Internet 	<ol style="list-style-type: none"> Family Life – Parenthood & Caring Understanding Marriage Social Influences – Tackling Peer Pressure Relationships & Conflict
Year 8 (2 Hrs 40 Mins per fortnight)	C1 – Proud to be me <ol style="list-style-type: none"> Employability & Enterprise Skills Proud to be Me. Careers and Aspirations Self-Esteem and the Media The Importance of Happiness What Makes Me Angry? Exploring Careers 	C2 – Physical Health & Mental Wellbeing <ol style="list-style-type: none"> Health and Wellbeing What is Mental Health? Positive Body Image Child Abuse Types of Bullying Healthy Eating and Cholesterol Stress Management 	C3 – Identity, Relationships & Sex Education <ol style="list-style-type: none"> Relationships and Sex Education Being Yourself & Self-Love Healthy Respectful Relationships What is Love? Dealing with Conflict Periods and Menstrual Cycle Introduction to Contraception Sexual Orientation
	C6 – Law, Crime & Society (British Values) <ol style="list-style-type: none"> Desert Island - Living Desert Island - Building a community. Desert Island – Making Decisions Desert Island - Criminals Law & Society How are laws made? Prisons, Reform & Punishment 	C4 – Dangerous Society – Online & Offline <ol style="list-style-type: none"> County Lines – What is It? County Lines – Who is at Risk? Substance Misuse Cyberbullying Online Grooming Alcohol Safety Child Exploitation & Online Protection 	C5 – Equality & Diversity Explored <ol style="list-style-type: none"> Equality Act 2010 LGBTQ+ What is it? LGBTQ+ Rights Across the World Gender Equality Ableism and Disability Discrimination Removing the Barriers, Equality for All Racism & Discrimination in Society
	T1 – BecomingX (Character Education) <ol style="list-style-type: none"> BecomingX - Knowledge BecomingX - Reflection BecomingX – Passions Becoming X - Limits 	T2 – Careers Education - Unifrog <ol style="list-style-type: none"> Creating the Life You Want – Vision Board Job applications – Superhero CV's Exploring Possibilities – Dream Jobs Careers and the Future Careers and the Climate 	T3 – EC Resources – RSHE (British Values) <ol style="list-style-type: none"> Being a Great Man Gender Stereotypes Misogyny Tolerance & Mutual Respect Transgender UK
	T6 – EC Resources – Wider World (Careers) <ol style="list-style-type: none"> Employability Skills Introduction Sexism in Society Media Literacy Protected Characteristics 	T4 – EC Resources – Health & Wellbeing <ol style="list-style-type: none"> Social Media Stress Exploring My Identity part 1 Exploring My Identity part 2 Group Messaging and Chats 	T5 – Healthy Relationships – Unifrog <ol style="list-style-type: none"> What Makes a Healthy Relationship? Coping with Change – Bereavement, Divorce & Separation Spotting Unhealthy & Abusive Relationships What is Good Communication?
Year 9	C1 – Essential Life Skills <ol style="list-style-type: none"> From Failure to Success Assertiveness First Aid 	C2 – Body Confidence <ol style="list-style-type: none"> How Self-Esteem Changes What is a Penis? What is a Vulva? 	C3 – Sex, The Law & Consent <ol style="list-style-type: none"> Sexual Consent and the Law FGM and the Law Relationships and Partners



2 Hrs 40 Mins per fortnight)	<ol style="list-style-type: none"> 4. Saving and Managing Money 5. Labour Market Information 6. Finance, Budgeting and Employment 7. Social-Media & Online Stress 	<ol style="list-style-type: none"> 4. Bullying in all its forms 5. Dealing with Grief and Loss 6. Media and Airbrushing 7. Cancer Prevention and Healthy Lifestyles 	<ol style="list-style-type: none"> 4. Domestic Abuse and Domestic Violence 5. Why Have Sex? 6. Delaying Sexual Activity 7. Sexual Harassment and Stalking
	C6 – Combatting Extremism & Terrorism (British Values) <ol style="list-style-type: none"> 1. Conspiracies Theories & Narratives 2. Forms of Extremism 3. What is Terrorism? 4. War & Conflict 5. The Radicalisation Process 6. How Does Counter Terrorism Work? 7. Antisemitism in the UK 	C4 – Legal & Illegal Drugs <ol style="list-style-type: none"> 1. What is a Drug? 2. Different Types of Addictions 3. Cannabis Products 4. Drug Classifications 5. Party Drugs & Illegal Drugs 6. The War on Drugs 7. Volatile Substance Abuse 	C5 – Contraception & STI's <ol style="list-style-type: none"> 1. What are STIs? 2. Treating STIs and the Clinic 3. Contraception Explored 4. Contraception - Condoms 5. Contraception Explored Further 6. HIV and AIDS 7. HIV and AIDS Prejudice and Discrimination
	T1 – BecomingX (Character Education) <ol style="list-style-type: none"> 1. BecomingX - Success 2. BecomingX – Mindset 3. Becoming X – Failure 4. BecomingX – Talent 5. BecomingX - Dreams 	T2 – Careers Education - Unifrog <ol style="list-style-type: none"> 1. What Does Success Mean to Me? 2. Taking Control of Your Career Journey 3. Challenges and Rewards of Work 4. What Comes After School – Learning Pathways 	T3 – EC Resources – RSHE <ol style="list-style-type: none"> 1. Gender & Equality 2. Sexual Harassment & The Law 3. Introduction to STI's – Part 1 4. Introduction to STI's – Part 2
	T6 – EC Resources – Wider World <ol style="list-style-type: none"> 1. Pronouns 2. The Economy 3. How Can I Avoid Debt? 4. Our Rights as Consumers 	T4 – EC Resources – Health & Wellbeing <ol style="list-style-type: none"> 1. Health Advice & Services 2. Healthy Eating on a Budget 3. Knife Crime part 1 4. Knife Crime part 2 	T5 – Healthy Relationships - Unifrog <ol style="list-style-type: none"> 1. Overcoming Conflict & Finding Forgiveness 2. Consent Matters 3. Understanding Pornography 4. Consent & Intimacy – Online & Offline
Year 10 (1 Hr 20 Mins per fortnight)	T1 – Rights & Responsibilities <ol style="list-style-type: none"> 1. Instagram & TikTok Generation 2. Targeted Advertising and Your Data 3. What is Marriage? 4. Rights and Responsibilities 5. Consumer Rights 6. Employment Rights 7. Exploring a Paycheck 	T2 – Mental health & wellbeing <ol style="list-style-type: none"> 1. Child Sexual Abuse 2. Screen Time 3. Mental Health Illnesses 4. Self-Harm 5. Suicidal (Thoughts and Feelings) 6. Promoting Emotional Wellbeing 	T3 – Exploring Relationships & Sex Education <ol style="list-style-type: none"> 1. Pleasure and Delaying Sexual Activity 2. Campaigning Against FGM 3. Sexting, Nudes and Dick Pics 4. Online Pornography (Myths vs Reality) 5. Porn and its Impact on Society 6. Unhealthy Relationships & Sexual Assault 7. Sexualisation of the Media
	T6 – Exploring British Values <ol style="list-style-type: none"> 1. Critical Thinking & Fake News 2. Hate Crime in the UK 3. British Values and Identity 	T4 – Violence, Crimes & Seeking Safety <ol style="list-style-type: none"> 1. Honour Based Violence 2. Forced Marriages and Breast Ironing 3. Online Gaming & Gambling 	T5 – Exploring World Issues <ol style="list-style-type: none"> 1. International Organisations 2. Peace, War & Conflict 3. Human Rights During War



Year 11 (1 Hr 20 Mins per fortnight)	<ol style="list-style-type: none"> Mutual Respect & Tolerance Individual Liberty What are Human Rights? Democracy Explored 	<ol style="list-style-type: none"> Social Media Validation Modern-Day Slavery Keeping Your Data Safe Causes of Knife Crime 	<ol style="list-style-type: none"> Aid & Supporting Other Countries Striking & Trade Unionism Women's Rights & Equality Fair Trade & Free Trade
	T1 – Careers Focus <ol style="list-style-type: none"> Post-16 – Choices, Choices (Unifrog) What Type of Career is Best for Me? (Unifrog) Careers in the British Army Careers in the National Health Service (Medicine) Careers in the National Health Service (Support) Military Medical Career Options 	T2 – Careers Focus <ol style="list-style-type: none"> A Day in the Life: Paramedic A Day in the Life: Warehouse Manager Careers in the Royal Navy & Submarine Service Careers in the Royal Air Force A Day in the Life: Airline Pilot A Day in the Life: Cabin Crew 	T3 – Careers Focus <ol style="list-style-type: none"> Work Experience – What is it? Work Experience – Approaching an Employer Work Experience – Securing your Placement Work Experience – Using Unifrog to Verify Work Experience – Maximise Your Experience Work Experience – After the Placement
	T6 – Careers Focus <ol style="list-style-type: none"> A Day in the Life: Teacher A Day in the Life: Care Worker Careers in Hospitality Careers in Tourism A Day in the Life: Firefighter A Day in the Life: Lifeguard 	T4 – Careers Focus <ol style="list-style-type: none"> A Day in the Life: Nurse A Day in the Life: Engineer Careers in Engineering Careers in Logistics A Day in the Life: Haulage Driver A Day in the Life: Actor 	T5 – Careers Focus <ol style="list-style-type: none"> A Day in the Life: Vet A Day in the Life: Dentist Careers with Animals Careers in Conservation A Day in the Life: Forestry Worker A Day in the Life: Water Engineer
	T1 – Preparing for PPE's Preparing for Success – Revision for PPE's <ol style="list-style-type: none"> Revision and Study Revision and Study Revision and Study Revision and Study Revision and Study Revision and Study 	T2 – Adult Health & Looking After Yourself <ol style="list-style-type: none"> Organ and Blood Donation Teenage Pregnancy Choices Abortion Law, Morals and Ethics) Parenthood for Teenagers Testicular and Prostate Cancer Breast Cancer, Cervical Cancer & Screening Love & Abuse 	T3 – Sexual Health <ol style="list-style-type: none"> Peer-on-Peer Abuse Fertility and What Impacts it. Alcohol, Parties & Bad Choices Importance of Sexual Health Revisiting STIs Revisiting Contraception Respect, Love and Relationships
	T6 – Summer Exam Season Revision & Final Exams No Tutor Sessions in Term 6	T4 – Staying Safe <ol style="list-style-type: none"> Virtual Reality and Live Streaming Online Reputation and Digital Footprints Group Chats & Anti-Bullying Cosmetic & Aesthetic Procedures New Psychoactive Substances Festivals and Nitrous Oxide 	T5 – Your Future & Beyond <ol style="list-style-type: none"> Screen Addiction and Studying Post 16 Options Exam Stress and Anxiety Social Media Vs Real Life CV Writing Writing a Personal Statement



		7. Substance Addiction	
	T1 – Careers Focus (Unifrog) <ol style="list-style-type: none"> 1. Is a UK Apprenticeship Right for Me? 2. Money Talks: Apprenticeships vs Higher Education 3. Is a T Level Right for Me? 4. Are A Levels Right for Me? 5. Decision Making: Choosing your Post-16 Pathway 6. What are my Employability Skills? 	T2 – Careers Focus (Unifrog) <ol style="list-style-type: none"> 1. In Person, Hybrid & Remote – What Works best? 2. Is AI a Threat to our Jobs? 3. Are BTEC's Right for Me? 4. Is a Traineeship Right for Me? 5. Is a Supported Internship Right for Me? 6. Is an NVQ Right for Me? 	T3 – Careers Focus <ol style="list-style-type: none"> 1. Revision & Study Skills part 1 2. Revision & Study Skills part 2 3. Health & Safety at Work 4. How doe Trade Unions Protect us at Work? 5. Preparing for an Interview 6. Hazardous Substances and Dangers in the Workplace.
	T6 – Summer Exam Season No Tutor Sessions in Term 6	T4 – Careers Focus <ol style="list-style-type: none"> 1. A Day in the Life: Police Officer 2. A Day in the Life: Zookeeper 3. Careers with Children 4. Careers in Finance 5. A Day in the Life: Stockbroker 6. A Day in the Life: Accountant 	T5 – Careers Focus <ol style="list-style-type: none"> 7. Revision and Study 8. Revision and Study 9. Revision and Study 10. Revision and Study 11. Revision and Study 12. Revision and Study
Year 12 & Year 13 (1 Hr 20 Mins per fortnight + added time as required for specialist speakers)	Topics Covered Include: Apprenticeships Careers and Employment Applying for College/University (UCAS) Personal Statements & Applications Careers in STEM and Core Subjects Computer Literacy Plagiarism & ChatGPT/AI Personal Presentation and Interview Skills Personal Skills Leadership Problem Solving Work Ethic Personal Finance & Debt Cars and Driving Pensions and Retirement.	Topics Covered Include: Addiction & Substance Misuse Cosmetic Surgery Miscarriage & Pregnancy Abortion Adoption & Fostering Relaxation Sex, Gender and Identity Festivals, Clubbing and Parties Emotional Wellbeing throughout life Clinics, advice and sexual health Healthy Eating, Exercise and Obesity Toxic Masculinity Living with Climate Change	Topics Covered Include: Consent and Rape Sexual Assault Sexualised Language Racism & Cultural Appropriation Sexting Dangers of Pornography Safe Relationships, LGBTQAI+ STI's & Contraception Peer Pressure Coercion & Control Spiking & Date Rape Social Justice Issues Hate Speech Honour Based Violence Feminism & Gender-based attitudes Online Sub-cultures Readiness for Sex & Pleasure in Sex Sexual Encounters and Emotions Sex in the Media Prejudice Ageism



Historical Knowledge- what topics do we teach?

Why these?

The curriculum follows the recommendations set out in the PSHE Framework for England and Wales.

Topics are set out in the three areas as recommended:

Health and Wellbeing

Living in the Wider World

Healthy Relationships and Sex Education

Within these three areas we cover topics as follows:

Health & Wellbeing: Healthy Lifestyles, Smoking & Vaping, Drugs Education, FGM, Mental Health and Self Esteem, Alcohol, Sleep, Tattoos, Gambling, Pregnancy and Miscarriage and Parenting. (see above for exhaustive list).

Living in the Wider World: Resilience and Change, Financial Education, Cyber and Online Security, Careers Education, Employability, British Values, Globalisation and Global Issues and Citizenship. (see above for exhaustive list).

Healthy Relationships and Sex Education: Puberty, Contraception, Consent, CSE, Domestic Violence and Coercive/Controlling Behaviour, STI's, Gender Equality, British

What is Life Skills at GA? (Intent)

The aim of the Life Skills curriculum is to educate, inform and encourage students regarding personal, social, health and economic matters. To increase awareness of and involvement in, the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

In addition to this the Life Skills curriculum aims to encourage and promote positive character in GA students, including the values of:

- Honesty and Integrity
- Compassion and Empathy
- Humility
- Grit and Determination
- Adaptability

Why teach it?

We teach Life Skills to help ensure that GA students are equipped with the knowledge, skills and understanding to live lives as good citizens marked by:

- Respect
- Aspiration

Knowledge Organiser



Learning, Teaching & Progress= Altered long term memory - Implementation

Knowing more, remembering more and doing more (skills):

- We do this through high quality teaching which ensures students understand our school ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.
- We help students to gain the social, employability and thinking skills that will help them to reach their full potential.
- We enable students to recognise, accept and shape their identity, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help students to form and maintain good relationships, develop essential skills for future employability and better enjoy and manage their lives.
- The curriculum is spiral and iterative, enabling us to revisit topics in ever increasing depth and in an age appropriate way through Key Stages.
- We provide opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- We contribute to personal development by helping students to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices, and understand what influences their decisions.
- We use a variety of learning strategies including Cold Calling, Think-Pair-Share, Discussion, Show-Me Boards, Retrieval Practice to reinforce learning over time.



Life Skills Days 2024-2025		
Living in the Wider World (Focus on Careers and Enterprise)	November 2024 Full Day	All
Relationships and Sex Education (Focus on British Values & Healthy Relationships).	February 2025 2 Hours 20 minutes	All
Health and Wellbeing (Focus on Healthy Lifestyles and Mental Health)	July 2025 2 Hours 20 minutes	Y7, Y8, Y9, Y10 & Y12

Appendix 2: RSE Learning Outcomes

Below is a detailed summary of the learning outcomes as described by the Department for Education in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) that will be achieved by students through engagement with the RSE curriculum:

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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	<ul style="list-style-type: none"> What to do and where to get support to report material or manage issues online
	<ul style="list-style-type: none"> The impact of viewing harmful content
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
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
	<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	<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
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	<ul style="list-style-type: none"> That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	<ul style="list-style-type: none"> That they have a choice to delay sex or to enjoy intimacy without sex
	<ul style="list-style-type: none"> The facts about the full range of contraceptive choices, efficacy, and options available
	<ul style="list-style-type: none"> The facts around pregnancy including miscarriage
	<ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	<ul style="list-style-type: none"> How the use of alcohol and drugs can lead to risky sexual behaviour
	<ul style="list-style-type: none"> How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



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

Form to be completed by the Parent/Carer

Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer Signature			
Agreed Actions from discussion with parents/carers			

Appendix 4: Learning Journey









