

# The South Wolds Academy & Sixth Form

## Relationships, Sex & Health Education (RSE) Curriculum Plan

March 2025



Plan Reviewed : March 2025

Reviewed by: Miss C Shardlow, Deputy Head Teacher

Next Review Due: March 2027

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

### Curriculum Plan School Context

Sex and Relationships Education is firmly rooted within the framework of Personal, Social and Health Education (delivered within PD & Life Skills within our school) and is fully supported by the leadership team and governors. The broader remit for RSE requires a whole school approach complementing the school's positive ethos and aims to empower all pupils regardless of sex, sexuality, gender, ethnicity, faith, ability or disability. The fostering of positive relationships, encouraging young people to be emotionally literate and engendering an atmosphere of mutual respect is the responsibility of all staff.

There is a named governor with responsibility for RSE issues. There is also a strong support network built into our whole school pastoral care approach, which enables pupils to access individual guidance, this includes Heads of Years, pastoral support staff and tutors.

### Moral and Values Framework

RSE is taught within the following moral and values framework engendering:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
  - An awareness of the way others feel
  - Mutual support and cooperation
  - Honesty and openness
  - The acceptance of the responsibility for and the consequence of personal actions
  - The right of people to hold their own views within the boundaries of respect for the rights of others
  - The right not to be abused by or taken advantage of by other people
  - The right to accurate information about relationship and sexuality issues

### Aims

Our School aims to provide young people with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body
- The skills to be assertive
- Good communication skills
- The skills to make positive informed choices (that reduce risk)
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own and the health of others

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

- The ability to understand the risks to health and well-being associated with teenage conception

We aim to provide pupils with information on sexual health, and to promote discussion and thought into the different emotions and values involved in relationships. Through this we aim to enable pupils to develop skills and form positive beliefs, values and attitudes which will enable them to make the right choices for themselves when the time comes. Sex education (including education about HIV and AIDS and other sexually transmitted infections) will be provided for all registered pupils and it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life. The school aims to deal honestly and sensitively with sexual orientation, gender identity, as well as answer appropriate questions and provide support. Homophobic bullying, as with any other type of bullying, will not be tolerated. Some aspects of relationships and sexuality education will also be covered in Religious Education and Science complementing and reinforcing the RSE aims.

Reviewed : March 2025

Next review : March 2027

### **Policy Links: -**

EMET Relationship & Sex Education and Physical Health & Mental Well-being Policy

EMET Safeguarding and Child Protection

Anti-bullying

Inclusion

Safeguarding, Safer Recruitment

### **Synopsis of Relationships and Sex Education Programme**

We build on work carried out in primary schools in year 5 and 6 on puberty, relationships and cleanliness.

### **Aims of the sex education programme are:**

- To combat ignorance and to increase knowledge and understanding
- To reduce guilt and anxiety
- To promote responsible behaviour
- To promote the ability to make informed decisions about personal values
- To facilitate communication on sexual matters
- To develop educational skills for future parents and carers

### **Ground Rules**

- Respect will be shown at all times.
- No personal questions are acceptable in RSE lessons

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

- Students have the right not to participate in activities or discussions which make them feel uncomfortable
- Strategies will be developed to ease embarrassment if it occurs

**Delivery of Content – detailed by year group and the department involved in the delivery**

**Year 7**

**Families : Personal Development**

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

**Respectful relationships, including friendships: Personal Development, Ethics & Philosophy**

- 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.

**Online and media: Personal Development, Computer Science**

- 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.
- how information and data is generated, collected, shared and used online.

**Intimate and sexual relationships, including sexual health: Science, Personal Development**

- 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.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- 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 Law: Personal Development**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing

personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- extremism/radicalisation
- female genital mutilation (FGM)

#### **Physical health and mental wellbeing**

##### **Mental wellbeing: Personal Development, Physical Education**

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

##### **Internet safety and harms: Computer Science**

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

##### **Physical health and fitness: Physical Education, Personal Development**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

##### **Healthy eating: Science, Design & Technology, Personal Development**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

##### **Drugs, alcohol and tobacco: Science, Personal Development**

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

##### **Health and prevention: Personal Development, Science**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- the facts and science relating to immunisation and vaccination.

### **Basic First Aid: Personal Development**

- basic treatment for common injuries

### **Changing adolescent body: Personal Development, Science**

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

**Year 8**

**Respectful relationships, including friendships: Personal Development, Ethics & Philosophy**

- 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).
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- 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: Computer Science, Personal Development**

- 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 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: Personal Development**

- 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: Science & Personal Development**

- 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
- how the different sexually transmitted infections (STI's) 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 STI's, the impact they can have on those who contract them and key facts about treatment.

**The Law: Personal Development**



It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- consent, including the age of consent
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- sexuality
- gender identity

#### **Physical health and mental wellbeing**

##### **Mental wellbeing: Personal Development**

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

##### **Internet safety and harms: Personal Development**

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

##### **Physical health and fitness: Physical Education, Personal Development**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

##### **Healthy eating: Science, DT, Personal Development**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

##### **Drugs, alcohol and tobacco: Personal Development**

- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

**Year 9**

**Respectful relationships, including friendships: Ethics & Philosophy**

- 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).

**Being safe: Personal Development**

- 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: Personal Development**

- 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 around 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 reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- the facts about the full range of contraceptive choices, efficacy and options available.
- 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.

**The Law: Year 9 Personal Development**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- consent, including the age of consent
- pornography

**Physical health and mental wellbeing**

**Mental wellbeing: Year 9 Personal Development, Physical Education**

- that happiness is linked to being connected to others.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

**Physical health and fitness: Physical Education**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

**Health and prevention: Personal Development**

- the benefits of regular self-examination and screening.

**Basic first aid: Personal development**

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

**Year 10**

**Families : Life Skills, Ethics & Philosophy**

- 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: Life Skills, Ethics & Philosophy**

- 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.
- 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.
- 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: Life Skills**

- 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.
- how information and data is generated, collected, shared and used online.

**Being safe: Life Skills**

- 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.

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

- 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: Life Skills**

- 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.
- the facts around pregnancy including miscarriage.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **The Law: Life Skills, Ethics & Philosophy**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage.
- violence against women and girls
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime

### **Physical health and mental wellbeing**

#### **Mental wellbeing: Life Skills, Physical Education**

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

#### **Internet safety and harms: Life Skills**

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

### **Healthy Eating: Life Skills**

- how to maintain healthy eating and the links between poor diet and health risks, including tooth decay and cancer.

### **Physical health and fitness: Physical Education, Science**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **Healthy eating: Life Skills**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco: Life Skills**

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.

### **Health and prevention: Life Skills & Science**

- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic First Aid: Life Skills**

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

### **Changing adolescent body: Life Skills & Science**

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

**Year 11**

**Families : Life Skills**

- 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: Ethics & Philosophy**

- 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.

**Online and media: Life Skills**

- the impact of viewing harmful content.
- how information and data is generated, collected, shared and used online.

**The Law: Ethics & Philosophy**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- pornography
- abortion

**Physical health and mental wellbeing**

**Mental wellbeing: Lifeskills, Physical**

**Education**

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

**Physical health and fitness: Physical Education**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

## The South Wolds Academy & Sixth Form RSE Curriculum Plan

The programme is continually being monitored, evaluated and revised as new resources become available and the needs of young people change.