

Brook View School

RSE Policy (Relationship, Sex, Education)

Date...01/09/2021

Review...01/09/2023

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I. AIMS AND SCOPE

1. *Aims.* This Policy helps Brook View School (BVS) to fulfil its legal obligations and achieve good practice. It aims to ensure that the Brook View School RSE curriculum is delivered effectively to all students, so that they:
 - a. Have cultural capital and uphold the values of equality, dignity and inclusion for all members of our community at Brook View School.
 - b. Form an active part of the inclusive community at Brook View, in line with its “Vision and Values” and its “Strategic Plan for 2018-21”.
 - c. Develop the maturity, self-awareness and understanding of others to discuss sensitive topics respectfully and positively, including sexuality and relationships.
 - d. Know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene.

2. *Scope.* This Policy applies to all students at Brook View School.
 - a. Section VI of this Policy explains the Brook View approach to teaching RSE to students with special educational needs and disabilities (SEND students).
 - b. Section VII of this Policy explains how parents or carers can withdraw students from the sex education components of the RSE Curriculum.

II. THE LAW

3. BVS must provide RSE to all its students, under Section 34 of the Children and Social Work Act 2017.
4. In delivering its RSE Curriculum, BVS must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996.
5. This Policy and the BVS RSE Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), “2019 Guidance. Relationships education, relationships and sex education (RSE) and health education”, which is compulsory from September 2020.
6. Brook View School have obligations under the Equality Act 2010, including:
 - a) A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

- b) The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:
- c) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- d) Advance equality of opportunity between people who share a protected characteristic and people who don't;
- e) Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

III. POLICY AND CURRICULUM DEVELOPMENT

7. Parents and carers of Brook View students have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE.

8. This Policy was also developed to meet good practice recommendations from the DfE. All Brook View staff were invited to respond to the consultation on this Policy and leadership staff investigated student engagement with the RSE curriculum.

9. The DfE has not made it compulsory to engage parents in the development of the Brook View RSE Curriculum but recommends it as good practice.

IV. ROLES, RESPONSIBILITIES AND TRAINING

10. Under the leadership at Brook View, Head of Education, Curriculum Lead and Senior Leadership Teams are responsible for ensuring that this Policy and the RSE Curriculum are implemented consistently and fairly in their school, in line with BVS's values and obligations; and for managing requests to withdraw students from the sex education components of the RSE Curriculum (see Section VII of this Policy).

11. Brook View staff and Senior Leadership Teams are accountable to the BVS Governance for the implementation of this Policy and the RSE Curriculum.

12. Teaching staff are responsible for:

- a. Delivering RSE consistently and in line with Brook View values, obligations and their training.
- b. Model positive attitudes of equality, diversity and inclusion.
- c. Monitoring progress in RSE as part of the standard internal assessment systems for student performance.
- d. Managing and responding appropriately to the needs of individual students (e.g. those with special educational needs and disabilities – "SEND students").
- e. Respond appropriately to students whose parents or carers make a request for them to be withdrawn from the sex education components of the RSE Curriculum.

13. Teaching staff do not have the right to opt out of teaching RSE. Any concerns about delivering RSE will be raised with the appropriate school lead. Appropriate action will be taken in line with Brook View values and obligations, the Brook View Staff Code of Conduct and other Brook View policies.

14. Training: Brook View teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development. Specific departments arrange internal training or awareness raising for their staff (e.g. PSHE, & Science will work together in conjunction with RSE within certain topics).

15. Brook View School also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

16. All students are required to:

a. Engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum, in line with Section VII of this Policy).

b. Engage with RSE in line with the Brook View Student Behaviour Policy and Student Code of Conduct, which are based on equal respect (for ourselves, each other, diversity, the environment and achievement).

c. Respond appropriately to students whose parents or carers make a request for them to be withdrawn from the sex education components of the RSE Curriculum.

17. Teaching staff do not have the right to opt out of teaching RSE. Any concerns about delivering RSE will be raised with the appropriate school principal. Appropriate action will be taken in line with BVS's values and obligations, the Brook View Staff Code of Conduct and other Brook View policies.

V. WHAT IS RSE AND HOW IS IT DELIVERED?

19. RSE is key to the emotional, social and cultural development of students. It teaches them about:

a. Families;

b. Respectful relationships, including friendships;

c. Staying safe;

d. Behaviour online and in the media;

e. Leading healthy lifestyles;

f. Diversity;

g. Personal identity;

h. Intimate and sexual relationships, including sexual health; and

i. Sexuality.

20. These topics are taught within the context of family life and not in a way that discriminates against or stigmatises students based on their personal circumstances. RSE reflects that, in our diverse society, “family life” can include single parent families, LGBT+ parents, adoptive parents, foster parents/carers, families headed by grandparents and other support structures).

21. RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background. See paragraph 23 of this Policy for more information on Brook View approach to RSE.

22. Framework:

a. The DfE requires all secondary school students to learn about certain RSE topics by the end of secondary school. These requirements are listed at Appendix A to this Policy. Many of the topics were already taught as part of RSE, before the DfE’s changes were announced in 2019.

b. The Brook View RSE Curriculum is appended to this Policy, at Appendix B. It has been consulted on in line with Section III of this Policy – “Policy and Curriculum Development”. The Curriculum is a live document, so it will be reviewed and updated as appropriate.

c. Brook View teaches its RSE Curriculum as part of Personal, Social, Health and Economic Education (PSHE). Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included in the RE Curriculum. Trained external health professionals deliver stand-alone sessions on sex education and parts of the RSE Curriculum may be taught in form-groups and assemblies.

23. *Brook View School approach.* Brook View teaches RSE in line with its values and obligations as an organisation.

a. Shows that it has due regard for the three limbs of the Public Sector Equality Duty (see paragraph 6a of this Policy);

b. Shows that it does not tolerate discrimination or prejudice against any of the protected characteristics (see Paragraph 6b of this Policy) or any individual;

c. Respects diversity of belief, which may be based on culture, religion, sexual orientation or another factor.

d. Teaches its students to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the Brook View Student Behaviour Policy.

e. Endeavours to teach sensitive topics at an appropriate stage in students’ education..

f. Engages its students in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively and maturely.

VI. SEND STUDENTS

24. The policy of SEND students should follow the same RSE programme as all other students.

25. When appropriate, and to ensure that the RSE Curriculum is accessible for all Brook View students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students alongside their EHCP targets.

26. This will be done on a case by case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND students in general or work closely with particularly SEND students and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND students, staff will be mindful of:

- a) The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- b) The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- c) The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- d) The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

See below for the process for withdrawing students from the sex education components of the RSE Curriculum. The process is the same for all students.

VII. THE RIGHT TO WITHDRAW

28. Parents or carers have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16.

29. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, BVS will take all reasonable efforts to ensure that they are.

30. The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix A – DFE requirements.

31. Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only

be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

32. The form for making a request for withdrawal is at Appendix C to this Policy. It needs to be addressed to the appropriate school head, via the school office or email address.

33. Requests will be granted unless exceptional circumstances exist.

34. The appropriate school principal or a member of senior leadership should discuss the request with parents/carers and, as appropriate, with the child to:

a. Ensure that their wishes are clear;

b. Clarify the nature, purpose and intended benefits of the RSE Curriculum; and

c. Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other students, rather than a qualified adult.

35. These discussions should be noted, and withdrawal requests will be stored on the student's educational record.

36. When a student is withdrawn from the non-statutory areas of sex education, they will be given alternative work.

37. The process to request to withdraw students from the sex education components of the RSE Curriculum is the same for SEND students. However, in exceptional circumstances the school principal may want to take the specific needs of a SEND student into account when making this decision.

VIII. MONITORING IMPACT

38. The impact of RSE at Brook View School is monitored by thorough lesson observations, learning walks, the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.

39. Student development in RSE is assessed as part of the standard assessment systems for student performance, at a department and school level (e.g. behaviour and performance management, parents' evenings and marking work).

40. This policy will be reviewed at least every three years, by school leadership & teaching staff in relation to the DfE.

IX. RAISING CONCERNS ABOUT THIS POLICY OR THE RSE CURRICULUM

41. Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the Brook View Complaints Policy.

42. Before deciding whether or not to make a complaint, parents and carers are kindly asked to consider:

a. This Policy.

b. The extent to which parents, carers, staff and students were consulted or engaged in the development of this Policy and the RSE Curriculum (see Section III of this Policy).

c. Whether the complaint would be an appropriate, fair or meaningful use of resources at Brook View School (complaints to “vent” about the DfE’s decision to make certain aspects of RSE compulsory will not meet these criteria – see below).

d. If Brook View/ Cambian or one of its schools is the correct organisation to complain to. The DfE requires schools to teach students about the areas of RSE at Appendix A to this Policy. Brook View is not placed to handle complaints about the scope and content of the national curriculum – these should be directed to the DfE which can only handle complaints about its interpretation and delivery of that curriculum.

e. The reason for and nature of their complaint. Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the Brook View community and its values of equality, dignity and respect.

APPENDIX A: DFE REQUIREMENTS – BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
<p>Families</p>	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
<p>Online and media, including internet safety and harms.</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography may present a distorted picture of sexual behaviours, 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. • 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 or 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 • 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

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).
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TOPIC	PUPILS SHOULD KNOW
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<p>Intimate and sexual relationships, including sexual health.</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the abuse 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.
<p>Changing adolescent bodies.</p>	<ul style="list-style-type: none"> • 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.

TOPIC

PUPILS SHOULD KNOW

Mental Wellbeing	<ul style="list-style-type: none"> • 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.
Physical health and fitness, including healthy eating.	<ul style="list-style-type: none"> • 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 and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health). • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, tobacco and alcohol.	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their 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. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so.

TOPIC

PUPILS SHOULD KNOW

Health and Prevention	<ul style="list-style-type: none">• About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics.• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• In late secondary, the benefits of regular self-examination and screening.• 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.	<ul style="list-style-type: none">• Basic treatment for common injuries.• Life-saving skills, including how to administer CPR (best taught after 12 years old).• The purpose of defibrillators and when one might be needed.

APPENDIX B: Brook View School RSE Curriculum Planner

Brook View School PSHE / RSE Education - Yearly plan / Long term overview example						
	Autumn 1 Living in the Wider World	Autumn 2 Health and Wellbeing	Spring 1 Relationships	Spring 2 Living in the Wider World	Summer 1 Relationships	Summer 2 Health and Wellbeing
Year 3 – KS2	The world of work Jobs and sectors, skills, targets, goals, career routes, qualifications, stereotypical employment.	Healthy minds and bodies Feelings and me, emotions, resilience and self-esteem, exercise, wellbeing. Personal identity, strengths and interests.	Respecting others Role models, manners, politeness, family and me, people who care for me, different types of family, caring for others.	Rights and responsibilities rules and laws, internet, e-safety, human rights, age appropriateness, the news.	Friendships Seeking permission (consent), boundaries, privacy, friendships, respectful behaviour, bullying, being hurtful.	Health and safety Personal safety and risk, fire safety, healthy eating, habits and healthy choices.
Year 4 – KS2	Money Value for money, responsible spending, gambling and risk, keeping track of money, advertising techniques.	Sickness Allergies, germs, illness, vaccinations, drugs, medicines, habits, addictions.	Online and Personal safety Communicating online, cyberbullying, harmful content and contact, hurtful behaviour, fake images, digital footprints, secrets.	Equality Racism, discrimination, prejudice, diverse communities.	Healthy Relationships Committed relationships, honesty, trust, positive friendships, risks and dares, respecting our differences.	Changing bodies Staying healthy, growing up – girls and boys, changing emotions, personal hygiene, medicines, first aid.
Year 5 – KS2	Risks and health hazards Internet screen time, age restrictions, careers, stereotypes, fake news, bonfires and fireworks.	Positive wellbeing Understanding our emotions, feelings and emotions, mental and physical health, signs of illness, introduction to FGM.	Relationships with others Babies, Gender identity, LGBTQ, self-esteem, self-worth, online behaviour and risk, stranger danger.	Awareness Success and achievement, independence and responsibility, courtesy and manners, grief and loss, environment and climate change.	Emotions and relationships Behaviour, responsibilities, feeling left out, friendships, peer pressure, loving, stable and secure families.	Staying safe Healthy habits, sun safety, household safety, sleep patterns, medicines, first aid.
Year 6 – KS2	Social awareness Asking for help or advice, my identity and community, celebrating difference, diversity.	Our minds and bodies Mental health introduction, body image, puberty, hormones and emotions.	Types of relationship Positive relationships Disagreeing respectfully Family, marriage, civil partnerships, love and abuse.	Money How it evolved, attitudes about money, why do we need money?	Negative relationships Bullying Teasing Consent.	Being healthy Healthy living, active lives, dental hygiene.
Year 6 – KS2	Social media Online privacy My data Staying safe.	Substances Alcohol and drugs Tobacco.	Online relationships Online gaming. Grooming.	Transitions New schools New friendships New classes New environments Keeping safe.	Emotions and relationships Crushes Attractions Developing feelings.	Illness Germs, bacteria and viruses Types of medication.

Brook View School PSHE / RSE Education - Yearly plan / Long term overview example

	Autumn 1 Health & Wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7 – KS3	Transition and safety Transition to school, personal safety in and outside of school including first aid.	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations.	Diversity Diversity, prejudice and bullying.	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries.	Financial decision making Saving, borrowing, budgeting and making financial choices.
Year 8 – KS3	Drugs & Alcohol Alcohol and drug misuse and pressures relating to drug use. Harms of tobacco.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work.	Discrimination Discrimination in all its forms, including racism.	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.	Identity and relationships Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception.	Digital literacy Online safety, digital literacy, media reliability and gambling hooks.
Year 9 – KS3	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation.	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process / transition to KS4 options.	Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, first aid.	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	Employability skills Employability and online presence.
Year 10 – KS4	Mental health Mental health and ill health, stigma, safeguarding health including during periods of transition or change.	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	Exploring influence The influence and impact of drugs, gangs, role models and the media.	Addressing extremism and radicalisation Communities, belonging and challenging extremism.	Work experience Preparation for and evaluation of work experience and readiness for work.
Year 11 – KS4	Building for the future Self – efficacy, stress management and future opportunities.	Next steps Application processes, and skills for further education, employment and career progression.	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	Independence Responsible health choices and safety in independent contexts.	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage, and changing relationships.	Moving on and change Preparation for and transition to next steps.

Brook View School PSHE / RSE Education - Yearly plan / Long term overview example

	Autumn 1 Careers, Finance and Independence	Autumn 2 Health and Wellbeing	Spring 1 Sex, Relationships and Society	Spring 2 Careers, Finance and Independence	Summer 1 Sex, Relationships and Society	Summer 2 Health and Wellbeing
Year 12 - KS5	Employability Skills Employability, teamwork, professional relationships	Drugs Class A, B, C, prescription drugs.	Freedom of speech Hate speech, expression, Human Rights Act, Public order acts and offences, hate crime.	Apprenticeships and work experience Types of apprenticeships, volunteering, work placements.	Honour based violence Control, behaviour and power within families, cultural and religious beliefs and/or honour.	Aesthetic norms Cosmetic and plastic surgery, Body image, media influence, health issues, complications, influence on society, objectification.
Year 12 - KS5	Computer Literacy Skills CVs, personal statements, researching different jobs,	Wellbeing The importance of relaxation, healthy minds and bodies, meditation.	Social Media Critical thinking, scepticism, bias, consensus, propaganda, proof.	Importance of Core subjects in careers English, Maths, Science communication, presentation, reasoning, information retrieval.	Feminism and Masculinity Suffrage, movements and acts, girl power, intersectional feminism, #metoo, right to vote. Toxic and positive masculinity, patriarchy.	Gender and Identity The difference between gender and sex, different variants of sexual orientation, expression, gender and identity.
Year 12 - KS5	Personal Presentation How we present ourselves, how we dress, how we speak and our behaviour and how we present ourselves online.	Protecting ourselves Pandemics, vaccination, infection, pathogens, zoonotic, microbes.	Social Justice Movements, religious and non-religious arguments, privileges.	Higher Education Researching, plagiarism, citing, referencing, importance of personal statements.	Personal safety Sexual assaults, rape, date rape, drugs, controlling relationships, coercion.	Miscarriage and unplanned pregnancy Unplanned pregnancy, help and options, miscarriage, abortion and adoption.
Year 13 - KS5	The world of work Work ethic, motivation, initiative, problem solving, leadership.	Climate Change Environment, global warming, what the government are doing to tackle this.	Cultural appropriation Dominance, marginalisation, dress, privilege, exploitation, online subcultures, incels and extremism.	Finance Renting or buying property, payday loans, interest, APR, pensions and retirement.	Culture wars Media influence, wokeness, freedom of speech, identity politics, cultural outrage, cancel culture, callout culture.	Healthy Diets BMI, obesity, food pyramids and eating well.
Year 13 - KS5	Online influence Personal branding, digital footprints, appropriate online presence.	Sex, Drugs, Parties and Festivals Risks, types of drugs, spiking, peer pressure, STI's, sexual health, GUM clinics, one-night stands.	Prejudice and Ageism Intergenerational conflict, millennials, snowflakes, stereotypes, discrimination, prejudice, boomers.	Moving on Selling yourself Enhancing personal statements, extra curricular activities, personality traits.	Tolerance Intolerance, paradox, views on why intolerance presents a problem in society, tolerating intolerance, is violence ever acceptable.	Emotional Wellbeing Why different life events and circumstances can affect our mental health and emotional wellbeing through adolescence and adulthood.

APPENDIX C: FORM FOR PARENTS/CARERS, TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

**TO BE COMPLETED BY PARENTS
/ GUARDIAN**

Name of child:		School:	
Name of parent/Guardian:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parents/Guardian signature:			

TO BE COMPLETED BY THE SCHOOL

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APPENDIX D: FORM FOR PARENTS/CARERS, TO CONSENT THEIR CHILD TO COMPLETE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

**TO BE COMPLETED BY
PARENTS
/ GUARDIAN**

APPENDIX D: FORM FOR PARENTS/CARERS, TO CONSENT THEIR CHILD TO COMPLETE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

Name of child:		Date:	
Name of parent/Guardian:		School:	
I agree for my child to participate in Sex education components within RSE.			
Please print name:			
Any other information you would like the school to consider:			
Parents/Guardian signature:			

TO BE COMPLETED BY THE SCHOOL