Subject: Relationship and sex education (RSE)

Subject Leader
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National Curriculum
From September 2020 the Department of education has introduced compulsory Relationships and Sex education (RSE) for secondary schools in England. Educating pupils about relationships and sex education gives them the skills and attributes required to be able to develop healthy and nurturing relationships along with the necessary education to make choices regarding sex. The term relationship in this context is not limited to intimate relationships; it will cover friendship and work relationships – Relationships that they are likely to form throughout their lives. RSE enables pupils to explore emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The ultimate goal being that they are able to manage their online, offline, academic, personal and social lives in a positive and effective manner. This in turn will enable pupils to make mature and informed choices throughout their lives.

Curriculum Intent

At the Kingsmead school, we understand the importance of educating pupils about sex, relationships and their health and for them to make responsible and informed decisions in their life. The teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social. Cultural, mental and physical development of pupils in not only school but also the wider community.
We have an obligation to provide pupils with a high quality, evidenced and age appropriate teaching of the subject with flexibility to meet all learners' needs.

By the end of Key stage 4 there are number of outcomes that our RSE curriculum will be able to demonstrate in respect to pupils knowledge and understanding, these are summarised below: These key concepts and learning objectives will be taught through activities exploring these three elements:

Improving knowledge and understanding
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy

. Improved knowledge and understanding will provide students with grounding to –

Exploring attitudes and values
- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Developing personal and social skills
- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;

- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

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Topic	Students should know	When/Year group	Cross curricular links
Families	That there are different types of committed, stable relationships.	7, 8, 9, 10, 11	
	How these relationships might contribute to human happiness and their importance for bringing up children.	7, 9, 11	
	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.	7,9	
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	7,9	
	The characteristics and legal status of other types of long-term relationships.	7, 9	
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	7, 9, 11	
	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.	7, 8, 10, 11	
Respectful relationships, including friendships	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.	7, 9, 11	

	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	7, 8, 9, 10, 11	
	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).	7, 8, 9, 10, 11	
	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.	7, 8, 9, 10, 11	
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	7, 8, 10,	ICT
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	10, 11	
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.	8, 11	
	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.	7, 8, 10,	
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	7, 8, 9, 10, 11	ICT
	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.	8, 9, 10, 11	ICT
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	8, 9, 10, 11	ICT
	What to do and where to get support to report material or manage issues online.	7, 8, 9, 10, 11	ICT
	The impact of viewing harmful content.	8, 9, 10,	

	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.	10, 11	
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	8, 9, 10, 11	
	How information and data is generated, collected, shared and used online.	8, 10	ICT
Being safe	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.	7, 8, 9, 19, 11	
	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).	7, 8, 9, 10, 11	
Intimate and sexual relationships, including sexual health	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.	7, 8, 9, 10, 11	
	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.	8, 9, 10, 11	Science
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	11	Science
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	8, 9, 10	
	That they have a choice to delay sex or to enjoy intimacy without sex.	9, 10	

	The facts about the full range of contraceptive choices, efficacy and options available.	8, 9, 10, 11	
	The facts around pregnancy including miscarriage.	11	
	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).	11	
	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.	9, 11	Science
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	9, 11	Science
	How the use of alcohol and drugs can lead to risky sexual behaviour.	8, 9	
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	7, 8, 9, 10, 11	
The Law: Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:	Marriage		
	Consent, including the age of consent		
	Violence against women and girls		
	Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)		
	Pornography		
	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		
	Female genital mutilation (FGM)		