



RELATIONSHIPS AND SEX EDUCATION POLICY

Date reviewed: Assistant Principal (Euan Willder) March 2023

Date for next review: March 2024

Date of ratification by Governing board: 24th April 2023

| Document Control | | |
|------------------|----------------|---|
| Edition | Issued | Changes from previous |
| 1 | September 2021 | |
| 2 | March 2023 | Section 6 – added in a sentence about British Values and SMSC and MVC risk assesses external providers Section 8 – right to withdraw – the topic “Intimate and Sexual Relationships, including sexual health”. |

| Policies/Documents referred to in this policy | Post holders/Persons named in this policy |
|---|---|
| <p>This policy links to other school policies on:</p> <p>PSHE curriculum Legislation: Section 34 of the Children and Social work act 2017.</p> <p>Funding agreements guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996</p> <p>DFE statutory guidance</p> <p>Equality Act 2010</p> | <p>Principal/Assistant Principal Governors Staff Tutors</p> |

1. Contents

1. Aims..... 3

2. Statutory Requirements..... 3

3. Policy Development 3

4. Definition 4

5. Curriculum..... 4

6. Delivery of RSE 4

7. Roles and Responsibilities..... 5

 7.1 The governing board 5

 7.2 The Principal..... 5

| | |
|---|----|
| 7.3 Staff | 5 |
| 7.4 Students | 6 |
| 8. Parents' Right to Withdraw | 6 |
| 9. Training | 6 |
| 10. Monitoring Arrangements | 7 |
| Appendix 1: Curriculum Map | 8 |
| Appendix 2: Parent form: Withdrawal from Sex Education within RSE | 21 |

1. Aims

The aims of relationships and sex education (RSE) 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

We believe RSE is learning about emotional, social and physical aspects of growing up and about relationships. Melbourn Village College's 3 keys to success encourages students to be ready, responsible and respectful in their approach to their education, peers, staff and wider community. The teaching of RSE encourages students to follow and practice these 3 keys in dealing with information about the body, reproduction, sex, sexuality and sexual health. In addition, the 3 keys are incorporated into the development of essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and offline. RSE will enable young people to respectfully explore their own attitudes and those of others, thus transcending the school's ethos of "Everybody is Somebody".

2. Statutory Requirements

As a secondary academy school we must provide RSE 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](#).

At Melbourn Village College we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were sent a working draft of the policy and asked a series of questions about it. The questions offers opportunities for their input and are considered in terms of how we improve our RSE provision and information.
4. Student consultation – we investigated what exactly students want from their RSE through some focussed discussions. These discussions help us improve the student experience.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Upon review, the policy will go through a similar process as appropriate.

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 involves a combination of sharing information and exploring issues and values.

RSE is not about the advocacy or promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The curriculum is mapped against the [DFE statutory guidance](#) for teaching RSE.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. The curriculum can be adapted depending on the needs of students in a year group or what is particularly relevant at a given time. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so students are suitably informed or signposted to an appropriate source of information.

6. Delivery of RSE

At KS3, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Personal Development (PD) lessons at KS3 (Y7 – Y9) and Life Skills lessons in Y7 are the main mediums within which this is taught. Biological aspects of RSE are taught within the science curriculum, relationships education are covered in physical education (PE), parts of online safety linking to RSE is taught in computing and other aspects of RSE are included in religious education (RE). Other collapsed time may be used to teach RSE as appropriate at KS3.

At KS4, RSE is taught during tutor time once per week. Tutors will lead the short session with students on a focussed topic. Aspects of RSE are also covered in core subjects for all students include Science and Core PE. In addition, collapsed timetable time is allocated to targeted areas of the curriculum that require more time for deep exploration, possibly with some delivery from external personnel. For any external provider, we conduct an appropriate quality assurance process which allows us to assess the risk in allowing them to work with our students. The exact format of collapsed time may change year on year depending on resources, timetabling and the needs of our students.

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

This includes ensuring that British Values and SMSC are weaved through the curriculum, for example in relation to being respectful, appreciate others' values and opinions as well as understand the legal implications.

For more information about our RSE curriculum, see Appendix 1.

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all students. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all students will learn more about healthy relationships if RSE is fully inclusive. We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to sexual orientation, sexuality, gender identity, religion and cultural diversity, we value the difference amongst our students and their families and, in addressing different views and beliefs, seek to promote respect and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will teach about RSE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds.
- We will accept and celebrate difference, enabling young people to respectfully question their views and those of others.
- We will encourage respect and positive communication and discourage abuse and exploitation.
- We will not ask students to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so.

In relation to those with special educational needs or disability (SEND), we will ensure our RSE programme includes them. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

7. Roles and Responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

7.2 The Principal/Assistant Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and the Assistant Principal 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 wish them to be withdrawn from the non-statutory components of RSE
- Ensuring safeguarding is at the forefront of practice and concerns are logged as per the schools Safeguarding Policy.
- Other concerns can be raised through the appropriate channel, normally the tutor, HoY and pastoral team.
- Engage in signposting students to appropriate support both in school (e.g. tutors, Head of Year, Pastoral Team, SLT) and out of school (support services, online websites)

Staff do not have the right to opt out of teaching RSE, however the school will consider staffs willingness, confidence and knowledge of the themes to be taught. In addition, support and training can be made available where appropriate. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal or Assistant Principal.

We currently have a main designated teacher who teaches RSE as part of the PSHE curriculum at KS3. At times, other teachers may teach RSE at KS3 when required. At KS4 tutors deliver parts of the RSE curriculum during tutor time. For both key stages, external speakers and experts will deliver aspects of the curriculum as part of a lesson or during other collapsed time.

7.4 Students

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

8. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (which does not include aspects taught as part of the science national curriculum) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

This includes the topic "Intimate and sexual relationships, including sexual health" (see appendix 1).

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Assistant Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Assistant Principal will discuss the request with parents and take appropriate action.

Alternative work in an alternative location will be given to students who are withdrawn from sex education.

9. Training

Relevant staff can access support and training on the delivery of RSE. Directed meeting and training time may be allocated to relevant staff for this, as well as more informal support.

The Assistant Principal may facilitate 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 the Assistant Principal and Head of Department through:

- Planning scutinies
- Learning walks
- Student work scrutinies
- Student feedback

Students' development in RSE is monitored by teachers as part of our internal assessment systems.

This policy will be reviewed by the Assistant Principal [every 3 years]. At every review, the policy will be approved by governors.

Appendix 1: Curriculum Map (the “students should know” section is taken from the [DFE statutory guidance on the delivery of RSE](#))

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|----------|--|--|--|
| | | KS3 | KS4 |
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships | Y7 PSHE Different types of families Spring 1 L17 Y9 RE Unit 4 Human Relationships (GCSE) | Y10 PSHE Spring 1 L16 Same sex relationships Y11 PSHE Autumn 2 L13 Relationship types |
| | <ul style="list-style-type: none"> • How these relationships might contribute to human happiness and their importance for bringing up children | Y9 RE Unit 4 Human Relationships (GCSE) | |
| | <ul style="list-style-type: none"> • 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 | RE Y7 – importance and reasons for marriage Unit 2 – The Island Y9 RE Unit 4 Human Relationships (GCSE) | Y11 PSHE Spring 2 L22 Forced Marriage |
| | <ul style="list-style-type: none"> • The characteristics and legal status of other types of long-term relationships | Y9 RE Unit 4 Human Relationships (GCSE) | |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|---|---|---|---|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting | | Y10 PSHE Summer 1 L33 Parenting |
| | <ul style="list-style-type: none"> 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 | Y8 PSHE Autumn 1 Lesson 7 Domestic conflict Y9 PSHE Autumn 2 Lesson 9 Abusive relationships | Y10 Spring 1 L17 Fake news |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships | Y7 PSHE Spring 1 L16 Maintaining positive relationships Y7 PSHE Spring 1 L18 Romance, teenage love and relationships Y7 PSHE Spring 1 L21 Keeping safe and positive relationships Y8 PSHE Autumn 1 L1 Consent Y8 PSHE Autumn 1 L4 Sexting and image share danger KS3 RE Generally KS3 PE - teamwork | Y11 PSHE Autumn 2 L15 Break-ups Y11 PSHE Spring 2 L27 Social media Y11 PSHE Spring 2 L24 Conflict management KS4 PE - Teamwork |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|-------|--|--|---|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> • 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 | <p>Y8 Citizenship Spring 2 L24 Protecting religious freedom Y8 PSHE Summer 1 L32 Stereotypes and prejudice: Disability KS3 RE Generally Y8 PSHE Autumn 2 L8 British values: Tolerance Y8 Citizenship Spring 2 L26 British values Y9 PSHE Autumn 2 L11 The LGBTQAI+ community KS3 PE – sportsmanship, respect to unpires/referees</p> | <p>Y10 PSHE Autumn 2 L8 Sexism Y10 PSHE Autumn 2 L9 Racism Y10 PSHE Autumn 2 L10 Prejudice and women Y10 PSHE Summer 2 L37 Identity and diversity Y10 PSHE Summer 2 L38 Multiculturalism Y11 PSHE Spring 2 Lesson 23 Transgender GCSE PE (paper 2) and Sport Studies (RO51) – race, religion, gender, disability in Sport. KS4 PE – sportsmanship, respect to unpires/referees</p> |
| | <ul style="list-style-type: none"> • 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 | <p>Y7 PSHE Spring 1 L18 Bullying or banter Y7 PSHE Autumn 2 L6 Safe social media Y7 PSHE Spring 1 L20 Preventing online bullying Y8 Citizenship Spring 2 L22 Free speech and hate speech Y8 Citizenship Spring 2 L25 What is racism and how can we prevent it? Y9 PSHE Summer 2 L39 How does the law deal with young offenders</p> | <p>Y10 PSHE Summer 2 L39 Hate crime</p> |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|------------------|---|--|---|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> What constitutes sexual harassment and sexual violence and why these are always unacceptable <p>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</p> | <p>Y7 PSHE Autumn 1 L5 Prejudice and discrimination</p> <p>KS3 RE Generally</p> <p>Y8 PSHE Autumn 2 Prejudice and discrimination: Religion</p> <p>Y8 Citizenship Spring 2 L23 Civil liberties</p> <p>Y8 PSHE Summer 1 L33 Homophobia: LGBT discrimination around the world</p> | <p>Y10 PSHE Spring 2 L24 Consent and rape</p> <p>Y10 PSHE Summer 1 L30 Revenge porn</p> <p>Y11 PSHE Spring 1 L19 Harassment / Stalking</p> <p>Y10 PSHE Autumn 2 L12 Work: equal opportunities</p> <p>GCSE PE and KS4 Sports Studies</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 | <p>Y7 PSHE Spring 1 L20 Preventing online bullying</p> <p>Y8 PSHE Autumn 2 L13 Preventing radicalisation and extremism</p> <p>Y8 PSHE Spring 2 L22 Free speech and hate speech</p> <p>KS3 Computing – Term 1 in Y7, Y8, Y9 – digital literacy unit.</p> | <p>Y10 PSHE Spring 1 L21 Screen time</p> <p>Y10 PSHE Summer 2 L39 Hate crime</p> <p>Y11 PSHE Spring 2 L27 Social media</p> <p>Y11 PSHE Autumn 2 L14 Bodyshaming</p> <p>Y11 PSHE Spring 2 L21 Gambling</p> <p>GCSE Computing – 2 lessons on safety, Unit on Ethics, Laws and Cyber Security.</p> |
| Online and media | <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 | <p>Y8 PSHE Autumn 1 L4 Sexting and image share danger</p> <p>Y9 PSHE Spring 1 L15 Selfie safety</p> <p>Y8/Y9 Computing Online safety app/competition</p> | <p>Y10 PSHE Summer 1 L30 Revenge porn</p> <p>Y11 PSHE Spring 1 L19 Harassment / stalking</p> <p>Y11 PSHE Spring 2 L26 Online fraud</p> |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|-------|---|---|---|
| | | KS3 | KS4 |
| | <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 • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content | <p>Y7 PSHE Autumn 1 Safe social media</p> <p>Y8 PSHE Autumn 2 Extremism- How do leaders attract converts</p> <p>Y8 PSHE Autumn 1 L6 Male body image</p> <p>Y9 PSHE Autumn 1 L7 Body image</p> <p>Y9 digital footprint lesson</p> <p>KS3 Computing – signposting to support.</p> | <p>Y11 PSHE Spring 2 L25 The dark web</p> |
| | <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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail <p>How information and data is generated, collected, shared and used online</p> | <p>Y8 PSHE Autumn 1 L3 The dangers of pornography</p> <p>Y9 PSHE Autumn 2 L8 Child sexual exploitation</p> <p>Y8 PSHE Autumn 1 L4 Sexting and image share danger</p> <p>Y7 PSHE Autumn 1 L7 Ethical social media</p> <p>Y7, Y8, Y9 Computing – generation, collection and sharing of information.</p> | <p>Y11 PSHE Spring 2 Online fraud</p> |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|--|--|--|---|
| | | KS3 | KS4 |
| | <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) | RE Touched on in Y8 Unit 3 Islam Y7 PSHE Su2 L40 Female genital mutilation (FGM) Y8 PSHE Au1 L1 Consent Y9 PSHE Au2 L8 Child sexual exploitation (CSE) Y8 Computing – “Safe Online Talk” lesson on grooming. | Y10 PSHE Sp2 L24 Consent and rape Y11 PSHE Sp1 L19 Harassment / Stalking |
| Being safe | <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 | Y9 RE Unit 4 Human Relationships (GCSE) Y7 PSHE Sp1 L18 Romance, teenage love and relationships Y7 PSHE Sp1 L21 Keeping safe and positive relationships | |
| Intimate and sexual relationships, including sexual health | <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 | Y7 PSHE Su2 L38 Puberty Y7 PSHE Su2 L39 Periods and the menstrual cycle Y9 RE Unit 4 Human Relationships (GCSE) | Y10 PSHE Su1 L28 Reproductive health Y11 Separate Science – IVF (unit B5) Y11 Science – Mensuration (unit B5) |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|-------|---|--|--|
| | | KS3 | KS4 |
| | <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 • That they have a choice to delay sex or to enjoy intimacy without sex | <p>Y9 RE Unit 4 Human Relationships (GCSE)</p> <p>Y9 PSHE Au2 L15 Delaying sex</p> | |
| | <ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available | Y8 PSHE Au1 L2 Contraceptives | Y10 PSHE Su1 L29 Unsafe sex Y11 Science – Contraception (unit B5) |
| | <ul style="list-style-type: none"> • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) | Y8 Su1 L31 Teenage pregnancy | Y7 Science – Pregnancy Y11 Science – unit B6 |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|------------------|---|---|--|
| | | KS3 | KS4 |
| | <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 • 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 | <p>Y8 PSHE Au1 L5 Sexually transmitted infections (STIs)</p> <p>Y9 Science Summer Term – STIs, HPV (unit B2 and B3)</p> | <p>Y10 PSHE Su1 L29 Unsafe sex</p> <p>Y10 Science Diseases – Pathogens and transmission (unit B3)</p> <p>Y11 Science – Prevention of STIs (condoms) (unit B5)</p> <p>Y10 Science – unit B3 – STIs.</p> |
| Mental wellbeing | <p>Students should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. | <p>Y7 PSHE Su2 L37 Emotional literacy</p> <p>PSHE Y9 Sp2 L26 Grief</p> <p>Tutor time programme</p> | <p>Tutor time programme and assemblies</p> |
| | <ul style="list-style-type: none"> • that happiness is linked to being connected to others. | <p>PSHE Y7 Au1 L3 Self esteem</p> <p>PSHE Sp1 L16 Maintaining genuine friendships</p> <p>PSHE Y7 Sp1 L25 Keeping safe and positive relationships</p> <p>PSHE Y9 Au2 L10 Peer pressure</p> | <p>PSHE Y11 Au2 L15 Break ups</p> <p>PSHE Y11 Sp2 L24 Conflict management</p> <p>PSHE Y11 Sp2 L27 Social media</p> |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|---------------------------|--|---|---|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. | PSHE Y7 Su2 L36 Keeping good mental health Tutor time programme | Tutor time programme and assemblies |
| | <ul style="list-style-type: none"> • common types of mental ill health (e.g. anxiety and depression). | PSHE Y9 Au2 L15 Self harm PSHE Y9 Sp1 L20 Coping with stress PSHE Y9 Sp1 L20 Managing anxiety | Tutor time programme and assemblies |
| | <ul style="list-style-type: none"> • 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. | PSHE Y7 L19 Bullying or banter | Tutor time programme and assemblies PSHE Y11 Sp1 L21 Gambling PSHE Sp1 L20 Antisocial behaviour |
| | <ul style="list-style-type: none"> • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. | Cit Y7 Sp2 L25 What makes a good citizen? PSHE Y7 Su1 L33 Active life and exercising. | PSHE Y10 Sp1 L21 Screen time |
| Internet safety and harms | Students should know <ul style="list-style-type: none"> • 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. | PSHE Y9 Au1 L7 Body image PSHE Y9 Sp1 L21 Selfie safety PSHE Y7 Au1 L7 Ethical social media Computing Y7, Y8, Y9 | PSHE Y11 Au2 L12 Body Positivity PSHE Y11 Au2 L14 Body shaming PSHE Y11 Sp1 L21 Screen time PSHE Y11 Sp2 L27 Social media PSHE Y11 Sp1 L21 Gambling PSHE Y10 Sp1 L17 Fake news PSHE Y11 Sp2 L26 Online fraud Tutor time programme and assemblies |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|-----------------------------|---|---|--|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> • 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. | PSHE Y7 Au1 L6 Safe social media PSHE Y7 Sp1 L20 Preventing online bullying PSHE Y8 Au1 L3 Dangers of pornography PSHE Y8 Au1 L4 Sexting and image share danger PSHE Y8 Au2 L11 How do leaders attract converts PSHE Y8 Au2 L13 Preventing radicalisation and extremism PSHE Y8 Sp2 L22 Free speech and hate speech | PSHE Y10 Su1 L30 Revenge porn PSHE Y10 Su2 L39 Hate crime PSHE Y11 Sp1 L19 Harassment / stalking PSHE Y11 Sp2 L25 The dark web Tutor time programme and assemblies |
| Physical health and fitness | Students should know <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. | PSHE Y7 Su1 L28 Healthy living introduction PSHE Y7 Su1 L33 Active life and exercising Biology Y9 Topic B2 | Y10 and Y11 Core PE – pilates and yoga |
| | <ul style="list-style-type: none"> • 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. | PSHE Y7 Su1 L31 Consequences of not living healthily PSHE Y7 Su1 L32 Energy drinks PSHE Y8 Su1 L29 Cancer awareness PSHE Y7 Au1 L6 Eating disorders DT Y8 – “Food and your mood” topic DT Y7, Y8, Y9 – Exercise and Eating for exercise topic DT Y7, Y8, Y9 – Obesity, eating disorders, diet related illnesses | Tutor time programme and assemblies Science Y10 non communicable disease B2 |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|----------------------------|--|---|--|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> about the science relating to blood, organ and stem cell donation. | PSHE Y8 Au2 L15 Anti vaxxers, Blood donors and Stem cell research Biology Y9 – B1 Cell Biology | |
| Healthy eating | <p>Students should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer | PSHE Y7 Su1 L29 Balanced diet PSHE Y7 Su1 L30 Healthy living (food labels) DT Y8 – “Food and your mood” topic DT Y7, Y8, Y9 – Exercise and Eating for exercise topic DT Y7, Y8, Y9 – Obesity, eating disorders, diet related illnesses Science Y8 – Food and Digestion topic PE Y7, Y8, Y9 – Health related fitness topic | GCSE PE Y10 and Y11 – healthy eating GCSE Food and Nutrition Y10 and Y11 |
| Drugs, alcohol and tobacco | <p>Students should know</p> <ul style="list-style-type: none"> 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. | PSHE Y7 Su1 L34 Smoking PSHE Y7 Su1 L35 Drugs | Tutor time programme and assemblies |
| | <ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. | PSHE Y8 Au2 L13 Drugs and the law | Tutor time programme and assemblies |
| | <ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. | PSHE Au2 L12 Alcohol awareness DT – KS3 – Alcohol and effect on the body | GCSE PE Y10 and Y11 – Impact on body and performance Sports studies (RO51 unit) |
| | <ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency. | | PSHE Y10 Sp2 L23 Binge drinking |
| | <ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. | | |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|-----------------------|--|--|--|
| | | KS3 | KS4 |
| | <ul style="list-style-type: none"> 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. | PSHE Y8 Su1 L28 Vaping, nicotine and smoking | GCSE PE Y10 and Y11 – Impact on body and performance Sports studies (RO51 unit) |
| Health and prevention | <p>Students should know</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, 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. | PSHE Y7 Su1 L31 Consequences of not living healthily PE Y7, Y8, Y9 – hygiene | |
| | <ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. | | PSHE Y10 Su1 L28 Reproductive health PSHE Y10 Su1 L29 Unsafe sex |
| | <ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. | PSHE Y8 Au2 L15, Anti vaxxers, organ donation and stem cells. | Biology Y10 B3 – Infection and Response |
| | <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | PSHE Y9 Sp1 L19 Coping with stress Tutor time programme and assemblies | PSHE Y11 Au2 L10 Rest and sleep Tutor time programme and assemblies |
| Basic first aid | <p>Students should know</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR. the purpose of defibrillators and when one might be needed. | PSHE Su1 L30 Personal safety and first aid including CPR | PSHE Y10 Sp2 L25 CPR |

| TOPIC | STUDENTS SHOULD KNOW | When taught and in what curriculum area e.g. PSHE, Social studies, computing, PE, Science. | |
|--------------------------|--|--|--|
| | | KS3 | KS4 |
| Changing adolescent body | Students should know <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. | PSHE Y7 Su2 L38 Puberty PSHE Su2 L39 Periods and the menstrual cycle Science Y7 – Puberty PE Y7, Y8, Y9 – hygiene | Biology Y11 – B5 Hormones and Physical changes |

Appendix 2: Parent form: Withdrawal from Sex Education within RSE. Please email this to office@melbournvc.org FAO PSHE Teacher and Assistant Principal.

TO BE COMPLETED BY PARENTS

| | | | |
|---------------|--|-------|--|
| Name of child | | Class | |
|---------------|--|-------|--|

| | | | |
|----------------|--|------|--|
| Name of parent | | Date | |
|----------------|--|------|--|

Reason for withdrawing from sex education within relationships and sex education

| |
|--|
| |
|--|

Any other information you would like the school to consider

| |
|--|
| |
|--|

| | |
|------------------|--|
| Parent signature | |
|------------------|--|

TO BE COMPLETED BY THE SCHOOL

| | |
|---|--|
| Agreed actions from discussion with parents | |
|---|--|

| | |
|--|--|
| | |
|--|--|