



Relationships and Sex Education Policy

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Introduction

Harbour Vale works with young people between the ages of 11 and 16 from North Dorset who are unable to attend school full-time. We are a short stay alternative provision for students who have been permanently excluded from mainstream education, for students who may be at risk of permanent exclusions (dual registered), students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset.

The majority of students arrive with significant gaps in their learning – we aim to tackle their barriers to learning before challenging them on their academic achievements.

SRE is important, relevant and appropriate to the lives of young people, regardless of their family background or sexuality. SRE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

We believe it should encourage personal and social development, fostering self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience.

This policy has been developed in consultation with staff, pupils and parents.

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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Harbour Vale School we also use the RSE programme to

- Teach students the importance of consent and their legal and ethical rights to exercise choice
- Equip students with tools to safeguard themselves within relationships

Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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 Harbour Vale School we teach RSE as set out in this policy.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, 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 promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and occasional targeted workshops. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our reflection lessons.

Pupils also receive stand-alone sex education sessions delivered by trained health professionals from the NHS Sexual Health Dorset, targeted outreach team. .

Staff have been trained by trained health professionals from the NHS Sexual Health Dorset, targeted outreach team to deliver RSE. The aims of this specialist training was;

- To know how to create a safe learning environment
- To have an opportunity to explore their own values and how these may impact on their teaching
- To know their rights and responsibilities in regards to teaching RSE
- To have experienced a range of RSE activities contained within the core package

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Kelly Knight, Head Teacher through termly monitoring in line with our 'Quality of Education' programme which includes;:

- focused lesson observations
- work scrutiny
- learning walks
- student feedback

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

This policy will be reviewed by Kelly Knight, Head Teacher annually.

Appendix 1: Curriculum content

Relationships and sex education curriculum content

Contraception		DfE Relationship and Sex Education RSE and Health Education 2019
Aims	Learning Outcomes By the end of the lesson pupils should	
To educate young people about the risks involved through having unprotected sex. Enabling them to make informed choices by providing them with the information needed to reduce the associated risks. The focus will be around contraception including barrier methods of contraception, emergency contraception and information on several hormonal methods of contraception. Importance is placed on understanding the consequences of not taking/using contraception correctly and that no sexual activity is without risk. The lesson will also focus on providing them with further information and advice regarding who they can talk to and where they can go.	Have knowledge regarding consent and the law.	By the end of secondary school: F7, RR1, RR2, RR4, RR6, RR7, BS1, BS2, ISR1
	Understand what is meant by 'safer sex' and how to minimize the risks associated with sexual activity.	By the end of secondary school: ISR2, ISR3,
	Have accurate information regarding both barrier methods and hormonal methods of contraception	By the end of secondary school: ISR6
	Have an understanding of how important it is to use these methods correctly in order for them to be effective.	By the end of secondary school: ISR6
	Know where and how to gain information, advice and treatment on sexual health and relationship issues.	By the end of secondary school: ISR12,

STIs		Programme of Study criteria from DfE Relationship and Sex Education RSE and Health Education 2019
Aims	Learning Outcomes	
To provide young people with the information which is needed to inform them of the risks which are	Know where to go and how to gain advice and help on sexual health and relationship issues.	By the end of secondary school: ISR12

involved when having unprotected sex. The package focuses on Sexually Transmitted Infections; signs, symptoms, how to test, treatments and the impacts it can have if left untreated. The package also reviews consent, the law, relationships, who they can talk to and where they can go.	Understand that sexual activity may result in sexually transmitted infections: the consequences and implications.	By the end of secondary school: ISR2, ISR10, ISR9
	Understand what is meant by 'safer sex' and how to minimise the risks attached to sexual activity.	By the end of secondary school: ISR2, ISR6, ISR9
	Understand that individuals have responsibility for their own and their partner's safety.	By the end of secondary school: ISR1, ISR4

Relationships		Programme of Study criteria from DfE Relationship and Sex Education RSE and Health Education 2019
Aims	Learning Outcomes By the end of the lesson pupils will be able to discuss	
To allow young people to consider what is and what may not be a healthy and satisfactory relationship for them in the future. To support young people's understanding of how they may decide if they are ready to have sex and the reasons for choosing to do so. To support young people's awareness of the importance of being able to communicate in a relationship including saying No To support young people's ability to identify who they can ask for support with regards to relationships and sexual activity.	What a healthy relationship would be like	By the end of Primary School: BS1
	What they would like from a relationship for it to be successful	By the end of Primary School: BS2 By the end of secondary school: F1, RR1, ISR1, ISR4
	Gain an understanding of the different types of abuse and how to spot the signs.	By the end of Primary School: F4, F6, CR2, RR6, ISR5
	Be provided with information about what to do if they find themselves or someone they know in an abusive relationship	End of secondary BS8
	An awareness of what the legal age of consent for sex is.	End of secondary BS1
	Have an understanding that it is OK to say No within a relationship	By the end of Primary School: RR8, BS3, RR4, ISR4, ISR5
	Identify positive consequences of being able to communicate in a relationship	By the end of secondary school: F2, RR2, ISR1, ISR4, ISR5
	Consider how they might know when they are ready to have sex	By the end of secondary school:

Provide the young people with information which will allow them to make informed choices and delay them from having sex at a young age		ISR2, ISR4, ISR5
	Identify normal feelings associated with a break down in a relationship	By the end of Primary School: CR4 By the end of secondary school: ISR5
	Identify who they can ask for support with regards to relationships and sexual activity	By the end of Primary School: F6, CR2 By the end of secondary school: F7

Puberty		Programme of Study criteria from DoFE Relationship and Sex Education RSE and Health Education 2019
Aims	Learning Outcomes	
To allow young people to consider and discuss the changes their bodies will go through during puberty. To understand how these changes will occur and how the changes in hormones might affect them emotionally. To give young people knowledge around how to keep healthy and look after themselves.	Understand puberty and how it affects the human body	By the end of secondary school: ISR3 CAB1 CAB2
	Understand the emotional changes that may occur.	By the end of primary school: RR5 CAB2 MW1 MW3
	Have a good understanding of how to stay healthy and the skills to do this independently.	End of Secondary MWB6, HP1, HP2, HP5, HE1
	To discuss different attitudes to breastfeeding and understand why it is the healthiest way to feed a baby	By the end of primary school: F1

	Know who to talk to if they have concerns or questions.	End of secondary MW9
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Harbour Vale PSHE Curriculum map

Harbour Vale follows the PSHE Association Secondary Programme as outlined below:

	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	Transition and safety Transition to secondary school and personal safety in and outside 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	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	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, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	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	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	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and 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	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	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	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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In addition to the programme outlined above, additional input provided through external speakers and events will be part of PSHE course. This input varies each year.

Content Overview:

Year 7

Term	Topic	Key Themes	Key Content
1	Transition and safety	Transition to secondary school and personal safety in and outside school, including first aid	- How to identify, express and manage their emotions in a constructive way - How to manage the challenges of moving to a new school - How to establish and manage friendships - How to improve study skills - How to identify personal strengths and areas for development - Personal safety strategies and travel safety, e.g. Road, rail and Water - How to respond in an emergency situation - Basic first aid
2	Developing skills and aspirations	Careers, teamwork and enterprise skills, and raising aspirations	- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity - About a broad range of careers and the abilities and qualities required for different careers - About equality of opportunity - How to challenge stereotypes, broaden their horizons and how to identify future career aspirations - About the link between values and career choices

3	Diversity	Diversity, prejudice, and bullying	- About identity, rights and responsibilities - About living in a diverse society - How to challenge prejudice, stereotypes and discrimination - The signs and effects of all types of bullying, including online - How to respond to bullying of any kind, including online - how to support others
4	Health and puberty	Healthy routines, influences on health, puberty, unwanted contact, and FGM	- How to make healthy lifestyle choices including diet, dental health, physical activity and sleep - How to manage influences relating to caffeine, smoking and alcohol - How to manage physical and emotional changes during puberty - About personal hygiene - How to recognise and respond to inappropriate and unwanted contact - About FGM and how to access help and support
5	Building relationships	Self-worth, romance and friendships (including online) and relationship boundaries	- How to develop self-worth and self-efficacy - About qualities and behaviours relating to different types of positive relationships - How to recognise unhealthy relationships - How to recognise and challenge media stereotypes - How to evaluate expectations for romantic relationships - About consent, and how to seek and assertively communicate Consent
6	Financial decision making	Saving, borrowing, budgeting and making financial choices	- How to make safe financial choices - About ethical and unethical business practices and consumerism - About saving, spending and budgeting - How to manage risk-taking behaviour

Year 8

Term	Topic	Key Themes	Key Content
1	Drugs and alcohol	Alcohol and drug misuse and pressures relating to drug use	- About medicinal and reactional drugs - About the over-consumption of energy drinks - About the relationship between habit and dependence - How to use over the counter and prescription medications safely - How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes

			• How to manage influences in relation to substance use • How to recognise and promote positive social norms and attitudes
2	Community and careers	Equality of opportunity in careers and life choices, and different types and patterns of work	• About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices
3	Discrimination	Equality of opportunity in careers and life choices, and different types and patterns of work	• About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices
4	Emotional wellbeing	Mental health and emotional wellbeing, including body image and coping strategies	• About attitudes towards mental health • How to challenge misconceptions stigma • About daily wellbeing • How to manage emotions • How to develop digital resilience • About unhealthy coping strategies (e.g. Self harm and eating disorders) • About healthy coping strategies
5	Identity and relationships	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	• The qualities of positive, healthy relationships • How to demonstrate positive behaviours in healthy relationships • About gender identity and sexual orientation • About forming new partnerships and developing relationships • About the law in relation to consent • That the legal and moral duty is with the seeker of consent • How to effectively communicate about consent in relationships • About the risks of 'sexting' and how to manage requests or pressure to send an image • About basic forms of contraception, e.g. Condom and pill
6	Digital literacy	Online safety, digital literacy, media reliability, and gambling hooks	• About online communication • How to use social networking sites safely • How to recognise online grooming in different forms • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online

			• How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • About age restrictions when accessing different forms of media and how to make responsible decisions • How to protect financial security online • How to assess and manage risks in relation to gambling and chance-based transactions
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Year 9

Term	Topic	Key Themes	Key Content
1	Peer influence, substance use and gangs	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	• How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About 'group think' and how it affects behaviour • How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • To manage risk in relation to gangs • About the legal and physical risks of carrying a knife • About positive social norms in relation to drug and alcohol use • About legal and health risks in relation to drug and alcohol use, including addiction and dependence
2	Setting goals	Learning strengths, career options and goal setting as part of the GCSE options process	• About transferable skills, abilities and interests • How to demonstrate strengths • About different types of employment and career pathways • How to manage feelings relating to future employment • How to work towards aspirations and set meaningful, realistic goals for the future • About GCSE and post-16 options • Skills for decision making
3	Respectful relationships	Families and parenting, healthy relationships, conflict resolution, and relationship changes	• About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • About positive relationships in the home and ways to reduce homelessness amongst young people • About conflict and its causes in different contexts, e.g. With family and friends • Conflict resolution strategies

			- How to manage relationship and family changes, including relationship breakdown, separation and divorce - How to access support services
4	Healthy lifestyle	Diet, exercise, lifestyle balance and healthy choices, and first aid	- About the relationship between physical and mental health - About balancing work, leisure, exercise and sleep - How to make informed healthy eating choices - How to manage influences on body image - To make independent health choices - To take increased responsibility for physical health, including testicular self-examination
5	Intimate relationships	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	- About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex - About facts and misconceptions relating to consent - About the continuous right to withdraw consent and capacity to consent - About STIs, effective use of condoms and negotiating safer sex - About the consequences of unprotected sex, including pregnancy - How the portrayal of relationships in the media and pornography might affect expectations - How to assess and manage risks of sending, sharing or passing on sexual images - How to secure personal information online
6	Employability skills	Employability and online presence	- About young people's employment rights and responsibilities - Skills for enterprise and employability - How to give and act upon constructive feedback - How to manage their 'personal brand' online habits and strategies to support progress - How to identify and access support for concerns relating to life online

Year 10

Term	Topic	Key Themes	Key Content
1	Mental health	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	- How to manage challenges during adolescence - How to reframe negative thinking - Strategies to promote mental health and emotional wellbeing - About the signs of emotional or mental ill-health - How to access support and treatment

			- About the portrayal of mental health in the media - How to challenge stigma, stereotypes and misinformation
2	Financial decision making	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	- How to effectively budget and evaluate savings options - How to prevent and manage debt, including understanding credit rating and pay day lending - How data is generated, collected and shared, and the influence of targeted advertising - How thinking errors, e.g. Gambler's fallacy, can increase susceptibility to gambling - Strategies for managing influences related to gambling, including online - About the relationship between gambling and debt - About the law and illegal financial activities, including fraud and cybercrime - How to manage risk in relation to financial activities
3	Healthy relationships	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	- About relationship values and the role of pleasure in relationships - About assumptions, misconceptions and social norms about sex, gender and relationships - About the opportunities and risks of forming and conducting relationships online - How to manage the impact of the media and pornography on - Sexual attitudes, expectations and behaviours - About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent - How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support - How to recognise and challenge victim blaming - About asexuality, abstinence and celibacy
4	Exploring influence	The influence and impact of drugs, gangs, role models and the media	- About positive and negative role models - How to evaluate the influence of role models and become a positive role model for peers - About the media's impact on perceptions of gang culture - About the impact of drugs and alcohol on individuals, personal safety, families and wider communities - How drugs and alcohol affect decision making - How to keep self and others safe in situations that involve substance use

			- How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime - Exit strategies for pressurised or dangerous situations - How to seek help for substance use and addiction
5	Addressing extremism and radicalisation	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	- About communities, inclusion, respect and belonging - About the equality act, diversity and values - About how social media may distort, mis-represent or target information in order to influence beliefs and opinions - How to manage conflicting views and misleading information - How to safely challenge discrimination, including online - How to recognise and respond to extremism and radicalisation
6	Work experience	Employability and online presence	- How to evaluate strengths and interests in relation to career development - About opportunities in learning and work - Strategies for overcoming challenges or adversity - About responsibilities in the workplace - How to manage practical problems and health and safety - How to maintain a positive personal presence online - How to evaluate and build on the learning from work experience

Year 11

Term	Topic	Key Themes	Key Content
1	Building for the future	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	- How to manage the judgement of others and challenge stereotyping - How to balance ambition and unrealistic expectations - How to develop self-efficacy, including motivation, perseverance and resilience - How to maintain a healthy self-concept - About the nature, causes and effects of stress - Stress management strategies, including maintaining healthy sleep habits - About positive and safe ways to create content online and the opportunities this offers - How to balance time online

2	Next steps	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	• How to use feedback constructively when planning for the future • How to set and achieve smart targets • Effective revision techniques and strategies • About options post-16 and career pathways • About application processes, including writing CVs, personal statements and interview technique • How to maximise employability, including managing online presence and taking opportunities to broaden experience • About rights, responsibilities and challenges in relation to working part time whilst studying • How to manage work/life balance
3	Communication in relationships	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	• About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively • How to communicate wants and needs • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online • About various forms of relationship abuse • About unhealthy, exploitative and abusive relationships • How to access support in abusive relationships and how to overcome challenges in seeking support
4	Independence	The influence and impact of drugs, gangs, role models and the media	• How to assess and manage risk and safety in new independent situations (e.g. Personal safety in social situations and on the roads) • Emergency first aid skills • How to assess emergency and non-emergency situations and contact appropriate services • About the links between lifestyle and some cancers • About the importance of screening and how to perform self examination • About vaccinations and immunisations • About registering with and accessing doctors, sexual health clinics, opticians and other health services • How to manage influences and risks relating to cosmetic and aesthetic body alterations • About blood, organ and stem cell donation

5	Families	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	- About different types of families and changing family structures - How to evaluate readiness for parenthood and positive parenting qualities - About fertility, including how it varies and changes - About pregnancy, birth and miscarriage - About unplanned pregnancy options, including abortion - About adoption and fostering - How to manage change, loss, grief and bereavement - About 'honour based' violence and forced marriage and how to safely access support
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All PSHE sessions are mapped to the SRE Statutory guidance as outlined in Appendix 1

In addition to the content above, all students complete a SEMH programme during their time at Harbour Value. This Programme includes:

Autumn 1	Rest and Sleep Explain the benefits of sleep using new key terminology in the correct context.	Wellbeing My Wellbeing Challenge Booklet	Feelings How to cope with our feelings	Emotions Regulating our Emotions	Mindfulness What is Mindfulness?	Mindfulness Practising Mindfulness
Autumn 2	Reflection Reflecting upon and completing SEMH activities from term 1	Wellbeing Brain break Journal	Wellbeing Brain break Journal	Feelings How to cope with our feelings	Emotions Emotional Triggers Log	Mindfulness Growth Mindset
Spring 1	Healthy Sleep Habits	Healthy Sleep Explore the importance of good quality sleep and baseline assessment (Use Teacher Guidance Booklet provided by KB)	The importance of sleep Explore why sleep is important for the maintenance of a healthy mind and body	The importance of sleep Explore why sleep is important for the maintenance of a healthy mind and body	The importance of sleep Explore why sleep is important for the maintenance of a healthy mind and body	The importance of sleep Explore why sleep is important for the maintenance of a healthy mind and body

Spring 2	Reflection Reflecting upon and completing SEMH activities from term 1	Mental Health and Wellbeing ANTS – Negative Automatic Thoughts	Mental Health and Wellbeing Making negative thoughts into positive thoughts	Resilience Problem solving resilience	Emotions Positive and Negative coping skills	Mindfulness Confidence boosters
Summer 1	Mental Health and Wellbeing Calm and stressed mind	Positive Mindset Resilience	Positive Mindset Developing resilience – positive reflections on my day	Coping with Exam Stress x 2 Booklet	Coping with Exam Stress Exam Timetable	Coping with Exam Stress Revision Timetable
Summer 2	Self-care Self-care calendar	Self-care SMART goals	Self-care Sleep chronotype	Self-care Eating and exercise	Self-care Being safe online	Self-care Importance of being active

Spiritual, moral, social and cultural topics for reflection and discussion

Autumn	Spring	Summer
Animal rights Truth	Human rights Wealth and poverty	Life after death Right and wrong

Appendix 2: By the end of secondary school pupils should know

The DfE has established the content that students should cover by the end of secondary school. Harbour Vale's SRE content will be in accordance with these requirements, ensuring that these topics are delivered, as appropriate to the age of the student.

Families	Pupils should know • 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	Pupils should know • 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.
Online and media	Pupils should know • 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 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	Pupils should know • 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	Pupils should know • 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 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. • 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 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.
wellbeing	Pupils should know • 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	Pupils should know • 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. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find
Physical health and fitness	Pupils should know • 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 cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • 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. • 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 link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	Pupils should know • 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. • (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	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females,

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

TO BE COMPLETED BY PARENTS			
Name of child		Year	
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	