

Relationships and Sex Education Policy Y7-Y13

The Policy

This policy has been written according to government guidance in consultation with Governors, teaching staff, parents and senior students in order to meet the needs of students and parents and reflect the community this School serves.

As this is specifically a Christian school of designated religious character we serve families who have chosen to send their children to a school where the teaching will be from a Christian point of view.

Parents have been formally consulted and informed of their right to withdraw from any or all topics in Sex Education. They have been informed that students who are withdrawn will be given other work to do during the RSE lesson, such as PACE work. Parents have had the purpose and content of Relationships and Sex Education explained to them. The school has shown them the proposed resources and they have had the opportunity to ask questions.

The School has listened to the views of the parents and taken them into consideration.

The School has listened to the views of the students and has taken them into consideration.

Members of staff have checked the policy to ensure that it meets the needs of all students, including those with SEND*.

The policy has been signed off by the Governors and published on the school's website*.

It will be reviewed annually with the staff and governors, plus updates.

It will be reviewed with parents and senior students every 3 years.

The final policy has been produced by the Head with the Governors but reflects the views of teachers, parents and students.

Introduction

Relationships and Sex Education will sometimes be taught separately and sometimes within other subjects, as appropriate, e.g. science, Scripture, relationships education; it does not have to be separate.

The religious background of all students will be taken into account. Religion or belief is a protected characteristic.

Teaching will reflect the law (Equality Act 2010, civil marriages) on relationships, so that young people clearly understand what is/not allowed, and legal implications of decisions they may make.

RSE will be taught from a Christian faith perspective. Balanced debate may take place about contentious issues. Teaching will also reflect on the implications of the teaching for individuals and how churches support people in these matters. We will teach how 'to take a wife in holiness' pans out.

Each proposed resource will be assessed before use to ensure that it is appropriate for the age and maturity of the students and sensitive to their needs. Examples will be provided to parents.

The Schools will make reasonable adjustments to alleviate disadvantage and be mindful of the needs of children with SEND when planning for these subjects.

The School will also consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (who are potentially at greater risk).

The School should will do what it can to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The School will ensure that all teaching is sensitive and age appropriate in approach and content.

The School will ensure that all students understand the importance of equality and respect.

The School will ensure that the needs of all students are appropriately met.

The teaching will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment, using techniques such as distancing, setting ground rules to manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Aims:

1. to give students the knowledge of how God intends human being to living in relationship with him and one another
2. to give students the information and understanding they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships.
3. to enable them to know what a healthy relationship looks like and what makes a good friend/colleague/successful marriage etc.
4. to help them know what is acceptable and unacceptable behaviour in relationships

Sex Education

The teaching is planned to be in line with government guidance. Parents are informed of their right to withdraw and will be given 2 weeks' notice of the school's intention to teach on these matters and reminded of their right to withdraw from all or some topics. If parents

ask to withdraw, the Head will discuss this with them, reminding them of the importance of the material in affecting their life happiness and chances and any negative aspects that might attach to withdrawal. The Head however will give permission to withdraw if the parents still want to go ahead, but will be pleased if the parent decides to undertake this teaching themselves. The student will return to the Learning Centre during these lessons usually to work on their PACEs, or other supervised work.

Students who have been withdrawn from Sex Education by their parents will be given one term's teaching on Sex Education while they are 15, if they ask for it.

Relationships Education

The focus is on giving students the information they will need for their life now and to prepare them for adult life, taking care to engender understanding of the issues and allowing sensitive discussion on contentious matters. The teaching will be from a biblical and Christian point of view, but will comply with the law.

The teaching will aim at helping the students to build positive relationships, with particular reference to the biblical basis, in friendships, family relationships, relationships with their peers and with adults, including appropriate courtship behaviour and marriage.

Relationships are core to Christ's teaching on what summarises all the commandments: love God with all your heart, soul, might and mind and love your neighbour as yourself.

There is no right for parents to withdraw their child from the part of RSE which focuses on Relationships Education, as the contents of these subjects are important for all children to be taught. They relate to their safety and affect their lifetime opportunities and happiness.

The subject content of Relationships and Sex Education is set out below.

This will normally be taught in taught lessons by the appropriate supervisor.

Sometimes visiting speakers may be invited in, but the usual rules for visiting speakers will apply.

Teaching will be from a Christian perspective/biblical worldview, and will include how churches and other Christian bodies support people in these matters.

Senior students will be taught the law and teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Right to withdraw

There is no right to withdraw from Relationships Education however parents have a right to withdraw their child from all topics in sex education or from some (until 3 terms before the student is 16, when they may request one term of this education, see below).

The School will ensure that parents know in broad terms what will be taught and when and will clearly communicate to parents that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request, the Head teacher will discuss with the parents the nature and purpose of the curriculum and the benefits of receiving this education. The Head will explain any detrimental effects that withdrawal might have on the child, such as the social and emotional effects of being excluded or the child hearing their peers' version of what was said, rather than what was directly said by the teacher. The Head will also talk this over with the child to ensure that their wishes are understood. It is understood that any detrimental effects may be mitigated if the parents undertake to deliver this education to their child at home. **The Head must document this process.**

After discussion, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms (*i.e from the age of 15-16*).

This is the same for children with SEND, although in exceptional circumstances the Head may want to take a student's specific needs into account when making this decision.

If a pupil is excused from sex education, the school will provide the student with appropriate, purposeful education during the period of withdrawal. This will usually mean a return to the Learning Centre and their individualised work.

The School has decided when it is appropriate for our students to learn about LGBT, balancing purity with what they are likely to encounter. Please see Plans of Work and Schemes of Work. **'This content is to be fully integrated into programmes of study, not delivered as a stand- alone unit or lesson.'**

Virtue

Students are trained in character and virtue. A different character trait is taught each week and each PACE contains another trait. The students are taught 90 positive character traits over three years. They are consistently taught such things as, to be kind, merciful, forgiving, respectful, to show consideration and respect for others and to respect people in authority, as well as the importance of honesty, generosity and truthfulness; the importance and relevance of acting with integrity, humility and trustworthiness and of responding to difficult situations with courage. They are helped to learn how to go about trying to mend relationships. They are taught how to speak to one another and other people politely and courteously and how to behave well. They are taught how to handle difficult situations, including with their peers. At the same time, they are taught to speak up about bullying and cyber bullying and other forms of wrong-doing that affect their well-being.

Character training is built into the methodology we use. We deliberately cultivate character traits, through, for example, weekly teaching in assembly, material in their workbooks and the consistent teaching and modelling of supervisors. Staff work to build resilience, helping

students to believe they can achieve, persevere and work towards long-term rewards and continue despite setbacks. The PACE methodology is designed to encourage this. Virtue is inculcated in various ways.

Visiting speakers

Lessons will usually be given by supervisors but visiting speakers may sometimes be asked to take a lesson, or a short series of lessons. We will ask visiting speakers to show the material they plan to use in advance and discuss their approach with them to ensure that it is in line with this policy. They will be monitored throughout by the attending supervisor.

The School will check the visitor or visiting organisation's credentials and will ensure that the teaching delivered by them fits our planned programme and this policy.

The Head or appropriate supervisor will discuss how the visitor will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. They will ask to see the materials and a lesson plan **in advance**, and ensure it meets the full range of pupils' needs, including those with SEND. They will agree how confidentiality works and ensure that the visitor understands how safeguarding reports should be dealt with. (See p35 of the Guidance for further details).

Monitoring

Taught lessons in RSE will be part of the standard monitoring of academic staff, including lesson observations and mentoring.

Evaluation

The students' understanding will be evaluated through a range of techniques including oral quizzes, written tests/essays, and other activities, appropriate to the child's age and stage.

Plans of work have been appended to the bottom of this policy showing the Years in which the work will be taught.

Schemes of work have also been prepared, setting out at what point each topic will be taught, at a depth appropriate to their age and stage. The content will be made accessible to all students, including those with SEND. School will make reasonable adjustments to alleviate disadvantage and be mindful of the needs of children with SEND.

Teaching will be differentiated and personalised to ensure accessibility and to enable all children to be sufficiently prepared for adulthood, especially those with social, emotional and mental health needs or learning disabilities.

Equality Act 2010

The school will comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics.

The School is aware of provisions within the Equality Act which allow us to take positive proportionate action, to deal with particular disadvantages affecting one group, because of a protected characteristic.

The staff will keep in mind the implications of the Equality Act 2010 and the Departmental Guidance on it, **under which religion or belief are amongst the protected** characteristics. The religious background of all students are taken into account when planning teaching, in order to handle the topics in the core content appropriately.

The School will not unlawfully discriminate against students because of any protected characteristic, including age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships.

The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics who are potentially at greater risk.

Resources

The School will assess each resource before using it to ensure it is appropriate for the age and maturity of pupils, and sensitive to their needs. We will provide parents with examples of the resources we plan to use.

Respect

The School will work to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and to provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The School will train students towards respectful behaviour to members of staff and to one another, dealing firmly with sexism, misogyny, homophobia and negative gender stereotypes and taking positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff will be expected to model consistently positive behaviour.

The School will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect.

Staff will be trained to know that all teaching must be sensitive and age appropriate in approach and content.

Family Circumstances

Staff will be trained to give sensitive and well-judged teaching based on knowledge of pupils and their circumstances.

The School will ensure that there is no stigmatisation of children based on their home circumstances and needs - some children are not in straightforward families, e.g. looked after children or young carers.

Managing difficult questions

Careful and considered answers should be given to difficult questions, in an age and stage appropriate way.

A child may need a one-one conversation to answer the question, or it may be appropriate for the whole group or part of the group.

Children with SEND may need individual answers or conversations in small groups.

Some questions should not be dealt with in front of the whole class.

Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Governors

Ensure that with regard to Relationships and Sex Education:

- all students make progress in achieving the expected educational outcomes
- subjects are well led, effectively managed and well planned
- quality of provision is subject to regular and effective **self-evaluation**
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to withdrawn from sex education
- subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

[Sexual violence and sexual harassment between children in schools and colleges.](#)

[The Equality Act 2010 and schools: Departmental advice](#)

[Nigel Steel's website](#)

[Marius Bezuidenhout's resources](#)

[Public Health England](#) has produced a website for young people which covers a broad range of health issues in a format which is accessible for young people, targeted at secondary- age pupils. This includes Rise Above resources for lessons linked from the PSHE Association website. See Annexe B of the DfE Guidelines.*

See page 8 for Plans of Work

The Plans of Work

(see separate **Schemes of Work** for further detail)

Y7-Y9

3 year rolling programme covering:

Relationships (normally Autumn Term, but in 2021 in Scripture in Summer Term)

Family

Marriage

Intimacy and consent

Being safe

Online safety

Relevant law

Mental health and safety (Spring)

Relevant law

Friendships

Character

Relevant Law

(covered in 2021)

Autumn Term

3 year rolling programme:

Section A

In Scripture lessons, weekly, for 8 weeks, by supervisor:

Relationships, Family, Marriage, Intimacy, Law

Section B

In Relationships lessons, for 6 weeks, usually by supervisor:

Being safe, online safety, Law

Section A

Relationships

Week 2

Genesis 1-2: man's relationship with God. Bible teaching

Week 3

What a good relationship looks like; using bible and story, e.g. poem or book or film or tv programme to illustrate

Week 4

Explain equality, respect for themselves, , respect for one another and people in authority. Show what the bible says in support of this.

Families

Week 5

- Families are important for love, security and stability
- The bible's perspective on family; the role of the father, OT and NT

- What a healthy family life looks like: parents, children, siblings, grandparents, uncle, aunt, cousin, nephew, niece
- Other people's families, in school and in the wider world
- Stable, caring relationships may be of different types; parenting by other family members, by friends, by other people; fostering short and long term; adoptive parents.
- What you should be able to expect and what you can't expect from your family
- Overbearing or intrusive or isolating family relationships
- What the bible says about family relationships

Marriage

Week 6

- Marriage was designed by God to combat loneliness (Gen 2) and help in work and to provide children (Gen 3). The children need to be taught, Exodus 2; Deut 6, Deut 10, Ps 78, Prov 22, Eph 6.
- Marriage represents a formal and legally recognised commitment of one man and one woman to each other which is intended to be lifelong: Gen 3 and Christ's teaching. Its legal status gives each person rights and responsibilities.
- What normal marriage is in law: marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Such as, tax, inheritance.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- Intimacy: not safe outside of marriage. Dating, boyfriend/girlfriend. Friendship with the opposite sex is good, but without intimacy such as kissing or handholding. Even playing at this is not safe and can be misunderstood by the other person.*
- Separation, divorce, payments, custody
- Appropriate law

Relationships (2)

Week 7

Genesis 3. Where it all went wrong.

- How Adam and Eve's sin affects all their descendants.
- The promise of a solution.
- The world is full of imperfect people including you and me and we need to extend grace and forgiveness as appropriate

How to recognise if family relationships are wrong, and how to seek help or advice:

- violence, sexual abuse, emotional abuse, coercion, gas lighting, narcissism, as appropriate to their age group.
- Appropriate law

Week 8

- Review and assessment
- The importance of being ready to care for others, role of compassion: bible
- people who care when something goes wrong:
 - fostering, temporary/long-term, and adoption by relatives, friends, strangers

- People who can support families who struggle and how: relatives, friends, church, LA. Importance of friends and church

Section B Autumn Term

Years 7-9

Being Safe, Bullying, Online Safety, Law

Senior Supervisor Weeks 2-7, afternoons, as 'Relationships teaching'

Being Safe

Week 2

- What sorts of boundaries are appropriate in friendships with peers and others, including digitally.
- privacy; it is not always right to keep secrets if they relate to being safe.
- each person's body belongs to them
- ask permission and give permission (consent)
- modesty (bible teaching; explain why)

Week 3

- differences between appropriate/inappropriate/unsafe physical, and other, contact.
- how to respond safely and appropriately to adults and peers they may encounter
- how to recognise and report feelings of being unsafe.
- how to ask for advice or help for themselves or others
- how to report concerns or abuse
- where to get advice

Week 4

The following teaching to be in each year group:

- 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.
- Grooming (each year needs this)
- criminal exploitation (e.g. through gang involvement or 'county lines' drugs operations)
- hate crime
- 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)
- how to seek help or advice, including reporting concerns about others, if needed.
- 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.

- physical and emotional damage caused by female genital mutilation (FGM): where to find support; it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Bullying

Week 5

- how negative 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 – men can take girls as they want - or encourage prejudice).
- different types of bullying, the impact of bullying
- responsibilities of bystanders to report bullying
- how and where to get help.

Online safety

Week 6

- rules and principles for keeping safe online
- rules for personal behaviour online are the same as offline – respect, kindness, truthfulness and honesty*
- how to recognise risks, harmful content and contact
- how data is generated, collected, shared and used online
- how personal data is captured on social media
- the way that businesses may exploit the data made available to them.
- rights, responsibilities and opportunities online
- **the same expectations of behaviour apply in all contexts, including online.**
- online risks, including: material they provide to another has the potential to be shared online; the difficulty of removing potentially compromising material placed online. Which type of digitalised information is worse.
- not to provide material to others that they would not want shared further
- not to share personal material which is sent to them.
- Law on online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Cyberbullying
- impact of viewing harmful content.
- specifically sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviour; it can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners (spouse).
- pornography: illegal if containing children or extreme and in some other situations.
- sharing and viewing indecent images of children (including those created by children) is a **criminal offence** which carries severe penalties including jail.
- what to do and where to get support to report material or manage issues online.

Week 7

The Law

- legal rights and responsibilities regarding equality (particularly protected characteristics in Equality Act 2010) and that everyone is unique and equal in the eyes of God and the law. However, in the eyes of God not all behaviour is equal – some is good/good or you and others, some is bad/bad for you and others.
- Laws about marriage and inheritance; age of marriage
- concepts of, and laws relating to, sexual consent, what consent is and is not, under age sex, age of consent, 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). Sexual harassment.
- Abortion and the law

Spring Term

Mental Health and Safety

Taught weekly by supervisor in afternoon 'Relationships' lessons in 3 year rolling programme, in Weeks 2-7

Self worth is deliberately built up through the methodology.

Each student taught that they are special and unique and loved unconditionally by God.

They are placed on work where they can succeed

Their success is celebrated.

Blessing Slips are given for kindness.

Congratulations slips given at the end of each workbook to share with parents - building up self esteem and encouraging others to be happy to see success in others.

Rewards for hard work are built into the system.

Week 2

Self-respect and self-worth.

Positive emotional and mental wellbeing

- Importance of resilience, of telling yourself positive versions; not being a victim
- the importance of friendships
- the importance of a wider social circle of people you can share with.

Week 3

- How to establish personal space and protect boundaries and respect those of others
- self-respect and respect for others
- what is not appropriate and how to deal with it or get help.
- privacy
- how to recognise abuse, including emotional, physical and sexual abuse, start with boundaries and privacy, ensure they understand that they have rights over their own bodies, in all contexts, including online.
- how to report concerns and seek advice when they suspect or know that something is wrong.

Week 4

- different types of abuse, including sexual

- domestic abuse
- grooming
- coercion
- harassment

Week 5

- sexual exploitation
- rape
- forced marriage and the law
- honour-based violence
- FGM and the law
- how the above can affect current and future relationships.

Week 6

- violence and exploitation by gangs
- extremism/radicalisation
- substance misuse
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- the definitions and recognition of rape, sexual assault and harassment, abortion, birth control, different opinions; violence against women and girls.
- the law relating to this section:

Summer Term, Friendships

Taught weekly by the Supervisor in Relationships Lesson (3 year rolling programme), Weeks 2-7

Week 2

- characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships - this includes different (non-sexual) types of relationship.
- how important friendships are and how people choose and make friends.
- What good friendships are like: use the bible: God and Abraham, God and Moses, God and David, David and Jonathan, Jesus and Disciples

Week 3

- healthy friendships are positive and welcoming towards others
- most friendships have ups and downs to be worked through;
- 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.

Week 4

When friendship goes wrong

- violence is never right
- coercive relationships and the need for balance
- Never obey people if they tell you to do something wrong
- who to trust and who not to trust, managing conflict
- different types of bullying (including cyberbullying)
- how to deal with bullying in school and out
- what a stereotype is and how they can be unfair, negative or destructive
- how to seek help or advice.

Week 5

- importance of respecting others, even when very different
- importance of self-respect
- expect to be treated with respect by others, and they should show respect to others, including those in authority
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Week 6

- conventions of politeness and courtesy and their importance.
- review
- Assessment

Week 7

- Review test
- Complete work: practicals

Years 10-11

Scripture lessons taught by Supervisor, with Y12-Y13, Weeks 2, 3, 4, 5, 8, using the same topics as for Y7-9, but explored appropriate to level

Relationships lessons taught by Supervisor weekly, Weeks 9, 10, 11, 12, 13, with Y12-Y13, using similar topics as for Y7-9, but at appropriate level.

Autumn Term 2021

Weekly Scripture lessons, mornings, by Supervisor in Weeks 2-5 and 8, in Scripture, 2 year rolling programme; parents told in advance and reminded of their rights when sexual topics are being covered

Weekly Relationship lessons, afternoons, by Supervisor, Weeks 9-13

Topics covered:

Relationships

Marriage
Intimate Relationships
Family Relationships
Parenting
Safety
Online Safety
The Law

Teaching will start with the Bible teaching on relationships:

Week 2

Genesis 1-2: man's relationship with God. Bible teaching

Week 3

What a good relationship looks like (in general); use bible and story, e.g. poem or book or film or tv programme they know to illustrate
Benefits of healthy relationships to their mental wellbeing and self-respect.

Week 4

Explain about equality and respect for themselves, one another and people in authority.
Show the bible's backing for these matters

Week 5

- Families are important for love, security and stability;
- The bible's perspective on family; the role of the father, the mother, OT, including Proverbs 1-7 and NT
- What a healthy family life looks like: parents, children, siblings, relating to grandparents, uncle and aunt, cousin, nephew, niece
- Other people's families, in school and in the wider world
- Stable, caring relationships, may be of different types
- What you should be able to and can't expect from your family; areas where some families typically get wrong
- Overbearing or intrusive or isolating family relationships

Week 6 and Week 7, Years 12-13 only, see separate information, below

Week 8

Marriage and Intimate Relationships

- Marriage was designed by God to combat loneliness (Gen 2) and help in work and to provide children (Gen 3). The children need to be taught, Exodus 2; Deut 6, Deut 10, Ps 78, Prov 22, Eph6.
- Marriage represents a formal and legally recognised commitment of one man and one woman to each other which is intended to be lifelong: Gen 3 and Christ's teaching. Its legal status gives each person rights and responsibilities.
- What normal marriage is in law: marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Such as, tax, inheritance.

- Why marriage is an important relationship choice for many people and why it must be freely entered into.
- Age of marriage
- Intimacy: not safe outside of marriage.
- Dating, boyfriend/girlfriend.
- Underage sex and the law
- Friendship with the opposite sex is good, but without intimacy such as kissing or handholding. Even playing at this is not safe and can be misunderstood by the other person.*
- Difference between marriage and co-habiting – stability; one you have sworn an oath (vow) in public that you are abandoning all other relationships or hopes of relationships and committing to the other person for life. Co-habit, not committed, might stay if it works out. Typically, father goes and leaves mother with children – single mothers, who usually have to work. The children don't behave well often; do less well at school often; may have lower horizons
- Sexuality
- Law regarding sex: equality act, same sex marriages

Week 9

Genesis 3. Where it all went wrong.

- How Adam and Eve's sin affects all their descendants.
- The promise of a solution.
- The world is full of imperfect people including you and me and we need to extend grace and forgiveness as appropriate

Week 10

How to recognise if family relationships are wrong, and how to seek help or advice:

- violence, sexual abuse, emotional abuse, coercion, gas lighting, narcissism, as appropriate to age and stage.
- definition and recognition of rape, sexual assault and abortion, violence against women and girls.
- neglect, emotional, sexual and physical abuse and violence, honour-based violence and forced marriage are unacceptable and against the law.
- definition and recognition of rape, sexual assault and harassment, abortion, birth control, different opinions; violence against women and girls.
- gender identity (1)

Week 11

Parenting

- Characteristics of successful parenting
- Individually making a strong relationship with God
- making a strong relationship together, forgiving, not holding on to grudges
- taking a wife in holiness
- interruption of play and work for the parents
- fathers usually provide a home and keep providing; modelling fatherhood well

- mothers usually make the house into the home and make neighbourhood links for the family; modelling motherhood well
- nowadays, both parents often go out to work and both help to do the work in the home together
- Impact of children on marriage
- joy of being able to have children; some couples can't
- what can/ought to be done to help

Week 12

Dealing with difficulties:

- difficulties of pregnancy, childbirth and looking after a baby for both the woman and the man
- sharing the workload (business and children) equally, supporting;
- giving the mum time off and time away;
- mothers reassuring and helping the fathers
- backing one another up; both giving the same message
- joys of children;
- need for wider support
- How to manage when there's just one of you.

Teaching the children:

- Deliberate and intentional
- Seeking the kingdom of God first, in this
- fathers challenge and give a sense of adventure and confidence; discipline; responsibility before God; Proverbs 1-7
- mothers socialise and teach, Proverbs 1-7
- mothers and fathers work together

Week 13

- importance of being ready to care for others: bible
- people who care when something goes wrong: fostering, temporary, long-term adoption (remind)
- People who support families who struggle and how:
 - relatives, friends, church, LA. Importance of friends and church
- Review and assessment

The Law on:

- violence against women and girls
- FGM
- substance misuse
- violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime
- neglect, emotional, sexual and physical abuse and violence
- marriage
- under age sex, consent

- sexting, youth produced sexual imagery; pornography
- abortion
- gender identity
- female genital mutilation
- forced marriage
- harassment, sexual assault, rape
- honour-based violence, abortion, birth control

Spring Term

Afternoons, taught by supervisor in 'Relationships' lessons, week 2-10, but parents told in advance when sexual topics are to be covered and reminded of their rights.

Intimate relationships

Online safety

Mental Health

Week 2

Intimate relationships

- Consent; age of consent
- self respect; respecting others;
- boys and girls have different expectations, understandings and responses to sex
- Take time to meet them with their friends, how they react and respond; what people think of them; what they are like with their parents; siblings
- Men are from Mars and Women are from Venus
- taking a wife in purity and holiness
- occasionally people meet their life partner when they are 15 or 16
- age of marriage; reasons for later marriage
- importance of delaying sex
- understand how such situations can be managed: saying No! and screaming if assaulted
- understand human sexuality and to respect themselves and others
- to mature, build confidence and self-esteem and understand the reasons for delaying sexual activity so that they are able throughout their lives to develop safe, fulfilling and healthy sexual relationships, at the appropriate time and are equipped then to make safe, informed and healthy choices.
- Sex is great within marriage
- Attraction and being in love is not all you need for marriage. Are you suited? Do you believe similar things – both Christians; what do you think is important? Opposites attract
- Handholding leads to kissing, kissing leads to more, more leads to even more – you don't want to be saddled with a baby as a young unmarried teenager, it happens often. Solution is not abortion; solution is delaying until married.

Week 3

- under age sex
- stis
- sexuality is a very strong drive; innocence, virginity are the best protection

- children prefer it if they were conceived after marriage. Marriage makes a stable place for the child – it can be a caravan, it's the relationship that is most important.
- Gender identity (2); 1.5%
- laugh

Week 4

- You have to meet people. The best places to do this are:
- start a friendship; meeting within a group; meeting to have fun together; talking; listening
- aim to make a strong lasting relationship; to marry without having had sex.
- You are unlikely to be meeting your mate now, but some childhood sweethearts grow up to marry. B and G, met at 15.
- Developing intimate relationships; resisting pressure to have sex (and not applying pressure)
- The importance of saying and respecting No!
- Divorce – marriages break up for various reasons: unfaithfulness, drunkenness, violence, failing to nurture it. Law re divorce.

Finding the right person:

- No-one person can be everything to you
- It's not just finding someone who will marry you; it's about developing a relationship, which is often very difficult, which will last a lifetime in which you can bring children and grandchildren, built a home, build a ministry, practice hospitality, help others, bring life and joy to others.

Week 5

- Contraception (1); pros and cons
- Abortion and the law
- Pornography *illegal if containing children or extreme and in some other situations.*

The Law on:

marriage, under age sex, consenting, sexting, youth produced sexual imagery; pornography abortion, gender identity, female genital mutilation, forced marriage, harassment, sexual assault, rape, honour-based violence, abortion, birth control

Online safety

Week 6

(taught as with all the seniors: some of this teaching is also given in their IT lessons in Kahn Academy; don't repeat unless for a specific purpose)

- the rules and principles for keeping safe online
- rules for personal behaviour online are the same as offline – respect, kindness, truthfulness and honesty*
- how to recognise risks, harmful content and contact

- how data is generated, collected, shared and used online
- how personal data is captured on social media
- the way that businesses may exploit the data made available to them.
- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- any material they provide 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.
- cyberbullying and abuse
- how and to whom to report issues plus:

Week 7

Mental Health and Safety

- Self-respect and self-worth.
- Positive emotional and mental wellbeing, including the importance of friendships and a wider social circle of people you can share with.
- understand how important good relationships are for mental wellbeing
- How to establish personal space and protect boundaries and respect those of others
- Privacy and modesty
- self-respect and respect for others.

Week 8

- what is not appropriate and how to deal with it or get help.
- acceptable and unacceptable behaviour in relationships (emotional, physical, sexual and other kinds of abuse)
- coercive, controlling and how to deal with it
- exploitative
- grooming
- identify when relationships are not right; when they can be tolerated and when they should not be tolerated
- the power of saying No.
- how to report concerns and seek advice when they suspect or know that something is wrong

Week 9

kinds of relationship abuse:

- neglect, emotional, sexual and physical abuse and violence,
- honour-based violence and forced marriage are unacceptable and against the law.
- gaslighting; narcissism: types of selfishness and control
- exploitation for sex or crime
- how to report concerns and seek advice when they suspect or know that something is wrong
- online (use the opportunity to address different online issues)
- Don't send photos of yourself; permanency of some online material; abuse of material by your friend, people who pretend to be your friend; online companies

- Pornography

Bullying

Week 9

- respect self and others
- don't bully or be bullied
- how to stop it; how to report it
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- substance misuse
- hate crime

Week 10

How to keep yourself positive:

- goal setting and achieving
- wide circle of friends
- developing interests – horse-riding, history, art, sewing, diy, IT
- laughter – especially at scary things, lighten up
- Importance of resilience, of telling yourself positive versions; not being a victim

Summer Term

Character

Friendships

The Law

Character

Week 2

- Explain why we emphasise resilience and how ACE methodology, especially mastery learning, seeks to achieve this.
- why setting goals and achieving them is so important for mental health
- character is based on the character of Christ who was the exact image of God, not a marred one like us.
- Importance of resilience, ACE methodology, especially goal setting and ML
- Importance of character
- importance of developing virtue: notice ACE methodology, the point of character traits teaching (and moral plays), Successful Living and Proverbs.
- opportunities to undertake more thorough social action, active citizenship and voluntary service to others locally or more widely.

Week 3

Why we emphasise character and how ACE methodology and teaching, seeks to develop this esp through character traits, such as belief in achieving goals and persevering with

tasks, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by self-respect and self-worth.

Friendships

Week 4

Good Friendships

equal and unequal
coercive relationships.

Week 5

Provide opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. (e.g. litter pick, planting bulbs in local park for FOAM and Westfields, collecting tins for the Food Bank).

Week 6

Year 11 only:

The Law on:

- marriage
- same sex civil marriage
- consent, age of consent
- what consent is and is not
- definitions and recognition of rape, sexual assault and harassment
- abortion, birth control, different opinions
- violence against women and girls.
- underage sex
- pornography: illegal if containing children or extreme and in some other situations.
- abortion
- sexuality and gender identity (3)
- substance misuse
- neglect, emotional, sexual and physical abuse and violence
- honour-based violence – against the law
- forced marriage - against the law.

Years Y12-13

Autumn Term: Relationships, Family and Intimate Relationships

Taught by supervisor weekly in Scripture lessons with Y10-11, except in Week 6-7, two-year rolling programme

Intimate relationships, as Y9-11 except, Week 6 and 7 are for Y12-13 only

Week 6

- different types of committed, stable relationships: long-term friendships, married couples without children; single parents looking after their children; grandparents or other relatives or friends bringing up/helping to bring up children.

- these relationships might contribute to human happiness and their importance for bringing up children.
- LGBT. See fact sheet
- This way of life does not produce children
- homosexuality reduces the number of people available to marry
- it is not (and cannot be) passed on genetically as there is no gene to produce it and the relationships are sterile.
- negative discrimination; prone to mental illness;
- LGBT in the Bible: Genesis, Leviticus, Romans 1 (and 2). One note.
- Christians do not believe people in same-sex relationships are suitable role models for children
- people in same sex relationships have worse mental health
- Promiscuity is wrong whether between man and woman or same sex
- Bestiality is wrong
- Assault, harassment and rape, law
- Violence against women and girls

Week 7

- the characteristics and legal status of other types of long-term relationships: same sex marriage (civil but not CofE); remarriage of divorced couples (civil but not CofE marriage); co-habiting; loss of father
- Laws protect marriage from being made between people who are too close, because the children are likely to be weaker, more prone to dreadful diseases, die.
- In some communities where they marry their cousins in this country (and you are allowed to marry your cousin, but counselled against it) – the huge rise in use of the NHS is by people in this category or who use magic – story of Kash and Kelly and their community, with hymns and preaching from muezzin towers.
- how to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Men are from Mars, Women from Venus, not entirely right, but helpful
- Pre-Marriage course from HTB

Week 8

The Law, as required:

- consent, including the age of consent
- abortion
- sexuality
- gender identity
- substance misuse
- the definitions and recognition of rape, sexual assault and harassment
- abortion, birth control, different opinions
- violence against women and girls
- neglect, emotional, sexual and physical abuse and violence
- honour-based violence is against the law
- forced marriage are unacceptable and against the law.
- How to report and get help

- Violence and exploitation by gangs
- Extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations),
- hate crime

Spring Term

Mental Health and Safety

Taught with Y9-11 by the supervisor weekly in afternoon lessons

This is one is given to Y12-Y13 separately by supervisor in Week 1

Week 1

- Understand benefits of healthy relationships to mental wellbeing and self-respect.
- importance of developing and maintaining wide circle of friends.
- unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- healthy relationships have a lasting positive impact on mental wellbeing and often what can be achieved.
- Importance of resilience, of telling yourself positive versions; not being a victim
- gender identity: children have been given irreversible changes, when mostly it's a phase.
- What do you do if you are attracted to the same sex? Some people do this for a short while, or they are tempted, or they are flattered into it by same sex people
- Christians should not have sexual relationships outside of marriage with anyone.
- Christians attracted to the same sex usually choose not to marry; some people do marry the opposite sex; I know people who are married.
- They are people, made in the image of God, for whom Jesus died
- God sees active homosexuality as an abomination.
- How to get help

The Law, chosen from:

- sexuality
- gender identity
- substance misuse
- under age sex, age of marriage, the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment.

Summer Term

Friendships and Character

Taught with Y9-11, taught by Supervisor in Relationships lessons, afternoons, weekly

This lesson is taught separately, by supervisor, in Week 1

Week 1

Importance of character, resilience, virtue

notice ACE methodology, especially ML, character traits, moral plays, character traits, Wisdom section of English, Successful Living and Proverbs.

Note character traits emphasised such as belief in achieving goals and persevering with tasks, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by self-respect and self-worth.

Opportunities to undertake more thorough social action, active citizenship and voluntary service to others locally or more widely. Give examples and links.

The Law: against such there is no law

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Government also requires:

- **Schemes of work** include the year where each topic is taught
- LGBT content is fully integrated into programmes of study. Do not deliver as a stand-alone unit or lesson.

Appendix 1

Government requirements:

Teach the facts and the law about sex: include under age sex, age of marriage, internet, the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, abortion, birth control, different opinions; violence against women and girls.

Sexuality, sexual health and gender identity in an age-appropriate and inclusive way; content to be relevant to all at their age and stage.

Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner, recognising that students may be discovering or understanding their sexual orientation or gender identity.

There should be an **equal** opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

Teach the law: Equality Act, Same Sex Marriage, factually.

Address grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, sensitively and clearly.

Address the physical and emotional damage caused by female genital mutilation (FGM): where to find support; it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

Support to recognise when relationships (including family relationships) are unhealthy or abusive and that **neglect, emotional, sexual and physical abuse and violence, honour-based violence and forced marriage are unacceptable and against the law.** strategies to manage this or access support for themselves or others.

Schools should be aware that for pupils who experience unhealthy/unsafe relationships at home/socially, school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety: teach the rules and principles for keeping safe online, including how to recognise risks, harmful content and contact, and how and to whom to report issues.

how data is generated, collected, shared and used online; how personal data is captured on social media; the way that businesses may exploit the data made available to them. Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. Relationships Education can help them to understand acceptable behaviour in relationships.

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Appendix 2

By the end of secondary school students should know:

Continue to develop knowledge on topics specified for primary and in addition cover the following content by the end of secondary

- *that marriage was ordained by God at the beginning and is between one man and one woman for life; God hates divorce; couples can separate for a time.*
- *In the past and still in some societies, marriage is arranged and the couple may not have much say in the matter; sometimes not even meeting before the marriage – but these can be happy. Kash and Kelly*
- *Being in love is a helpful indicator. But it is only one.*
- *why marriage is an important relationship choice for many couples and why it must be freely entered into.*
- *Difference between marriage and co-habiting – stability; one you have sworn an oath (vow) in public that you are abandoning all other relationships or hopes of relationships and committing to the other person for life. Co-habit, not committed, might stay if it works out. Typically, father goes and leaves mother with children – single mothers, who usually have to work. The children don't behave well often; do less well at school often; have lower horizons often.*

- *what normal marriage is in law: marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Such as, tax, inheritance.*
- *Society is much more stable if people marry and stay married, as it was when I was growing up.*
- *there are different types of committed, stable relationships: LGBT*
- *how these relationships might contribute to human happiness and their importance for bringing up children.*
- *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. Sharing, backing one another up; the joys of children; the difficulties of pregnancy, childbirth and looking after a baby for both the woman and the man; interruption of play and work for the parents; need for wider support. Single parents, diff types of homes.*
- *Teach them 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.*
- *Teach them 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 in the eyes of God and the law. However, in the eyes of God not all behaviour is equal – some is good/good or you and others, some is bad/bad for you and others.*
- *separation, divorce, fostering by relatives, friends and strangers, adoption*

Online Safety

- *Students should be told 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 they provide to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Discuss which digitalised information is worse.*
- *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: Students 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).*

Intimacy Students should know

- *how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships: 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.*

The Law

Teach the students what the law is where relevant to topics are being taught, including:

- *marriage*
 - *consent, including the age of consent*
 - *online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)*
 - *pornography: illegal if containing children or extreme and in some other situations.*
 - *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*
-
- **Schemes of work**, include the year where each topic is taught
 - **LGBT** Do not deliver as a stand-alone unit or lesson. Choose how to do this.