

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

RELATIONSHIPS AND SEX EDUCATION POLICY

POLICY WRITTEN BY:	ADOPTED POLICY
POLICY PREPARED BY:	Deputy Headteacher
DATE FIRST RATIFIED BY GOVERNING BODY:	November 2020
DATE POLICY REVIEWED:	November 2021
DATE FOR NEXT REVIEW:	November 2024

**Community, Compassion, Forgiveness,
Friendship, Thanksgiving, Trust**

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This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

1. AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare 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

RSE will promote healthy resilient relationships set in the context of character and virtue development. RSE at Archbishop Blanch School reflects our core values of Community, Compassion, Friendship and Trust and is developed in line with the advice contained within 'Valuing all God's Children', published by The Church of England Education Office. Based on our school's values our RSE curriculum seeks to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

RSE promotes reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational.

Our RSE curriculum will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

Our RSE curriculum is based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. We aim to distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

Archbishop Blanch School's RSE curriculum endeavors to take particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education. Where necessary one to one support will be put in place for identified pupils.

2. STATUTORY REQUIREMENTS

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. POLICY DEVELOPMENT

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

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. DEFINITION

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.

5. 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.

6. DELIVERY OF RSE

RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

At Archbishop Blanch School RSE is taught under the acronyms of ACE (KS3 & 4) and CORE (KS5); The Archbishop Blanch School's ACE curriculum at KS3 & 4: Aspirations, Character and Enrichment and the CORE Curriculum at KS5: Change, Opportunity, Resilience and Engagement, is where our RSE curriculum works harmoniously with our PSHE & CEIAG curriculums. The lessons are a timetabled weekly throughout the academic year and are an integral part of the pupils curriculum diet. RSE is normally delivered by the student's form tutor. Specific topics are delivered by outside agencies that specialise in the delivery of areas within the RSE curriculum, this enhances pupils RSE lessons and offers outside agency signposting to pupils. Some biological aspects of RSE are taught within the science curriculum.

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).

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

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

7.2 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-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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. RSE lessons are normally taught by form tutors.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-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, or someone they designate, will discuss the request with parents and take appropriate action.

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

9. TRAINING

Staff training on RSE 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.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Deputy Head through curriculum evaluation and quality assurance procedures which include learning walks and pupil voice.

Pupils' development in RSE is monitored by form tutors and progress leaders as part of our internal assessment systems.

This policy will be reviewed by the Deputy Head every three years. At every review, the policy will be approved by the governing board.

11. RELATED POLICIES AND DOCUMENTS

- Anti-bullying
- Valuing All God's Children
- Child Protection
- PSHE
- Special Education Needs and Disabilities
- Teaching and Learning

Appendix 1: Curriculum map

Relationships and sex education curriculum map; Please see the ACE & CORE Timetables (included) for dates of specific topics.

YEAR GROUP	TERM/TOPIC/THEME DETAILS
Year 7	<p>Autumn 1:</p> <ul style="list-style-type: none">• Friendship; including bullying on and off line <p>Spring 1:</p> <ul style="list-style-type: none">• Puberty• Menstrual wellbeing• FGM <p>Spring 2:</p> <ul style="list-style-type: none">• Diversity within the community <p>Summer 2:</p> <ul style="list-style-type: none">• Keeping safe on line <p>Embedded throughout:</p> <ul style="list-style-type: none">• Types of relationships and families

YEAR GROUP	TERM/TOPIC/THEME DETAILS
Year 8	<p>Autumn 1:</p> <ul style="list-style-type: none">• Discrimination• Gender including LGBTQ+• Racism <p>Spring 1:</p> <ul style="list-style-type: none">• Body image• Keeping safe on line• Dangers of pornography <p>Spring 2:</p> <ul style="list-style-type: none">• Diversity

YEAR GROUP	TERM/TOPIC/THEME DETAILS
Year 9	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Smoking, Vaping, Shisha including peer pressure • Drugs; Legal and illegal including peer pressure • Preventing radicalisation • CE & CSE exploitation • Consent; Being assertive <p>Spring 1:</p> <ul style="list-style-type: none"> • Respecting others • Sexual harassment • Abusive relationships including forced marriage <p>Spring 2:</p> <ul style="list-style-type: none"> • Respecting others; Sex • Contraceptives • Diversity <p>Summer 1:</p> <ul style="list-style-type: none"> • Mental health awareness including impact on relationships <p>Summer 2:</p> <ul style="list-style-type: none"> • Weighing up risk

YEAR GROUP	TERM/TOPIC/THEME DETAILS
Year 10	<p>Autumn 1:</p> <ul style="list-style-type: none"> • Different types of relationships including abuse • Fertility, IVF and adoption • Pregnancy including abortion • Miscarriage • Dealing with bereavement including death and end of relationships <p>Spring 1:</p> <ul style="list-style-type: none"> • Eating disorders and self-harm • STI's • Regular screening including cancer <p>Spring 2:</p> <ul style="list-style-type: none"> • Risk of gambling • Diversity <p>Summer 2:</p> <ul style="list-style-type: none"> • Gangs; Knife crime
Year 11	<p>Embedded throughout the ACE Curriculum:</p> <ul style="list-style-type: none"> • Wellbeing support Health; looking after yourself. • Wellbeing support; Future destinations and decision making. • Wellbeing support: Mental health and dealing with stress/pressure. • Signposting to sexual health services for support and guidance - RSE is not about the promotion of sexual activity. • Diversity

ACE CURRICULUM (CEIAG & PSHE) KS3 & 4; Lessons can be altered in order to be reactive to circumstance and pupil need.

ACE TIMETABLE		CEIAG & PSHE	2021-22	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
Autumn 1	Health and Life Sciences	01/09/2021	Transition and Safety	RETURN TO SCHOOL	CEIAG - Living in the wider world	RETURN TO SCHOOL	CEIAG - Living in the wider world	RETURN TO SCHOOL	CEIAG - Living in the wider world	RETURN TO SCHOOL	CEIAG	RETURN TO SCHOOL	
		08/09/2021		Progress Leader		Progress Leader		Progress Leader		Progress Leader			
		15/09/2021		CEIAG FOCUS WEEK (singing rehearsal 35 mins)		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK			
		22/09/2021		FRIENDSHIP: Team Work (singing rehearsal at lesson)	DIVERSITY-Human Rights	Pressures	Raising a family	RAISING A FAMILY-different types of relationship	Progress Leader: Wellbeing support: Understanding expectations in an examination year				
		29/09/2021		TRUST: Presenting/confidence building	DIVERSITY-Discrimination:Age			RAISING A FAMILY-IVF and Adoption	CEIAG 1: Interview skills and CV's				
		06/10/2021		COMMUNITY: Getting involved/extra curricular	DIVERSITY - Gender and LGBTQ+			RAISING A FAMILY-teenage pregnancy					
		13/10/2021		COMPASSION: Solving a need	DIVERSITY: Racism (inc. Religion)			RAISING A FAMILY-Miscarriage					
		20/10/2021		FORGIVENESS: Learning to accept/moving on	ACE Enrichment: P Love Amazon competition			RAISING A FAMILY-Dealing with bereavement					
Autumn 2	Innovation, Digital and Creative	03/11/2021	Enterprise	CEIAG FOCUS WEEK: Enterprise focus	Enterprise	CEIAG FOCUS WEEK: ENTERPRISE FOCUS	Enterprise	CEIAG FOCUS WEEK: ENTERPRISE FOCUS	Enterprise	CEIAG FOCUS WEEK: ENTERPRISE FOCUS	CEIAG	CEIAG FOCUS WEEK: ENTERPRISE FOCUS CV DEADLINE	
		10/11/2021		UNIFROG ENROLLMENT		CEIAG: ENTERPRISE 1		CEIAG: ENTERPRISE 1		CEIAG: ENTERPRISE 1		CEIAG 2: ENTERPRISE 1	
		17/11/2021		CEIAG: ENTERPRISE 1		CEIAG: ENTERPRISE 2		CEIAG 1: Aspirations and KS4 option choices		CEIAG: ENTERPRISE 2		CEIAG: ENTERPRISE 2	YEAR 11 MOCK INTERVIEWS
		24/11/2021		CEIAG: ENTERPRISE 2		CEIAG: ENTERPRISE 3		CEIAG: UNIFROG UPDATE: KS4 options focus		CEIAG: ENTERPRISE 3		CEIAG: ENTERPRISE 3	CEIAG 3: ENTERPRISE 2
		01/12/2021		CEIAG: ENTERPRISE 3		CEIAG: ENTERPRISE 4		CEIAG: ENTERPRISE 1		CEIAG: ENTERPRISE 4		CEIAG: ENTERPRISE 4	
		08/12/2021		CEIAG: ENTERPRISE 4		CEIAG 1: Skilling up for earning		CEIAG: ENTERPRISE 2		CEIAG: ENTERPRISE 3		CEIAG: UNIFROG UPDATE	
		15/12/2021		CEIAG 1: Skills for Employment		CEIAG: UNIFROG UPDATE		CEIAG: ENTERPRISE 3		CEIAG: ENTERPRISE 4		CEIAG 1: CV writing	Wellbeing Support: Understanding your own wellbeing needs
		22/12/2021		END OF TERM - TALENT SHOW		END OF TERM - TALENT SHOW		END OF TERM - TALENT SHOW		END OF TERM - TALENT SHOW		END OF TERM - TALENT SHOW	END OF TERM - TALENT SHOW

Spring 1	Professional and Business Services	05/01/2022		Progress Leader		Progress Leader		Progress Leader		Progress Leader		Progress Leader and Unifrog update
		12/01/2022	CEIAG - living in the wider world	CEIAG: CAREERS FAIR PREP	CEIAG - Living in the wider world	CEIAG: CAREERS FAIR PREP	CEIAG - Living in the wider world	CEIAG: CAREERS FAIR PREP	CEIAG - Living in the wider world	CEIAG: UNIFROG UPDATE		
		19/01/2022		CEIAG FOCUS WEEK: Careers Fair		CEIAG FOCUS WEEK: Careers Fair		CEIAG FOCUS WEEK: Careers Fair		CEIAG FOCUS WEEK: Careers Fair		CEIAG FOCUS WEEK: Careers Fair
		26/01/2022		CEIAG 2: Apprenticeships		CEIAG 2: Apprenticeships		CEIAG 2: Apprenticeships		CEIAG 2: Apprenticeships		
		02/02/2022	Puberty and Menstrual Awareness	Puberty - EGM	Digital literacy	Body image	Respecting others	RESPECTING OTHERS - consent	Looking after your health	LOOKING AFTER YOUR HEALTH- Eating Disorders and self harm	CEIAG	CEIAG 4: Prep to be the best; Exam support; Mental health support
		09/02/2022		Menstrual Wellbeing		Keeping Safe online - sexting		RESPECTING OTHERS - Sex harassment		LOOKING AFTER YOUR HEALTH- STIs		
		10/02/2021		CAREERS FAIR		CAREERS FAIR		CAREERS FAIR		CAREERS FAIR		
16/02/2022	Keeping Clean	Pornography		RESPECTING OTHER-Abuse in relationships inc. forced marriage		LOOKING AFTER YOUR HEALTH- Regular screening		Wellbeing Support: Preparing for next steps				
Spring 2	Advanced Manufacturing	02/03/2022		CEIAG 3: Citizens in the workplace		CEIAG: UNIFROG UPDATE		CEIAG 3: Aspirations; Aim High; Equal Opportunities		CEIAG 3: Employability; Communication		
		09/03/2022	CEIAG - living in the wider world	CEIAG FOCUS WEEK: Careers week focus - focus careers in science and history	CEIAG - Living in the wider world	CEIAG FOCUS WEEK: Careers week: Focus careers in music and maths	CEIAG - Living in the wider world	CEIAG FOCUS WEEK: Careers week: Focus careers in STEAM and creative subjects	CEIAG - Living in the wider world	CEIAG FOCUS WEEK: careers week: Focus in careers in English and business		CEIAG FOCUS WEEK: Careers week: Focus careers in languages and environment/geography
		16/03/2022		CEIAG 4: Transferable skills		CEIAG 3: Earning potential and saving money		CEIAG: UNIFROG UPDATE: KS4 options focus		CEIAG 4: Employability; Interpersonal skills		
		23/03/2022		UNIFROG: Unifrog update		CEIAG 4: Budgeting for a bright future		RESPECTING OTHER- Sex		LOOKING AFTER YOURSELF- Finances	CEIAG	CEIAG 5: Aspirations; Where can my subjects take me? Exam support; Mental health support
		30/03/2022	Diversity	Building Resilience	Diversity	Progress Leader	Respecting others	RESPECTING OTHER- Sex and contraceptives inc. abortion	Looking after yourself	LOOKING AFTER YOURSELF- Gambling		
		06/04/2022		DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22	DIVERSITY MATTERS FOCUS WEEK - LINKS TO STEPHEN LAWRENCE DAY ON 22/4/22		
Summer 1	Vital Economy	27/04/2022	CEIAG - living in the wider world	Progress Leader		ARCHBISHOP OF YORK	CEIAG - Living in the wider world	Progress Leader	CEIAG - Living in the wider world	Progress Leader		
		04/05/2022		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK
		11/05/2022	Healthy Living	HEALTHY LIVING - Exercise (mental health)	Community	ARCHBISHOP OF YORK	Mental Health	MENTAL HEALTH-Anna Freud	Study Skill	STUDY SKILLS: The science of revision	CEIAG	
		18/05/2022		HEALTHY LIVING - Diet		ARCHBISHOP OF YORK		MENTAL HEALTH-Anna Freud		STUDY SKILLS: The planning of revision		
		25/05/2022		HEALTHY LIVING - Regular checkups inc. vaccinations		ARCHBISHOP OF YORK		MENTAL HEALTH-Anna Freud		STUDY SKILLS: Coping with exam stress and anxieties		
Summer 2	Low Carbon	08/06/2022		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		CEIAG FOCUS WEEK		
		15/06/2022	CEIAG - living in the wider world	CEIAG 5: Aspirations; Mapping my destination		CEIAG: UNIFROG UPDATE	Employability Skills	CEIAG 4: Diversity and stereotypes in the workplace	CEIAG - Living in the wider world	CEIAG 5: Aspirations; Post 16 introduction		
		22/06/2022		CEIAG: UNIFROG UPDATE		ARCHBISHOP OF YORK		CEIAG 5: Challenging gender roles in the workplace		CEIAG: UNIFROG UPDATE		
		29/06/2022	Keeping Safe	KEEPING SAFE - Risk taking - peer pressure and consent	Community	ARCHBISHOP OF YORK	Keeping Safe	CEIAG: UNIFROG UPDATE: KS4 options focus	Gender	GANGS-CSE and County Lines		
		06/07/2022		KEEPING SAFE - Online content inc. Fake News		ARCHBISHOP OF YORK		KEEPING SAFE: weighing up risk inc. night time and location safety		GANGS-Knife Crime		
		13/07/2022		Progress Leader		Progress Leader		Progress Leader		Progress Leader		

CORE CURRICULUM (CEIAG & PSHE); KS5 Lessons can be altered in order to be reactive to circumstance and pupil need.

CORE TIMETABLE CEIAG & PSHE 2021-22			YEAR 12		
Autumn 1	Health and Life Sciences	01/09/2021	TRANSITION TO YEAR 12	FIRST DAY OF TERM	
		08/09/2021		PROGRESS LEADER - WELCOME; ASPIRATION; AIM HIGH; GOAL SETTING	
		15/09/2021	CEIAG FOCUS WEEK	CEIAG FOCUS WEEK; HEALTH & LIFE SCIENCES	
		22/09/2021		THE SUCCESS IN FAILURE; PLANNING DESTINATIONS	
		29/09/2021		CITIZENSHIP- S2 What does it mean to be a Citizen? What are my Values?	
		06/10/2021	MANAGEMENT AND LEADERSHIP	SCHOOL RETURN - S3 What I want to achieve. Goal Setting. Accessing Additional Support Resources.	
		13/10/2021		SCHOOL RETURN - S2 Study skills/time management	
		20/10/2021		HEALTH AND WELLBEING - S1 Mindfulness and resilience. It's OK not to feel OK: Mental Health Awareness	
	Autumn 2	Innovation, Digital and Creative	03/11/2021	HEALTHY LIFESTYLES	CEIAG FOCUS WEEK; VISITOR ECONOMY / Employability - S3 Enterprise Challenge: Designing/Pitching a Solution
			10/11/2021		HEALTH AND WELLBEING - S2 Who's there to help you. Support Network and signposting
			17/11/2021		HEALTH AND WELLBEING - S3 Nutrition and Healthy eating Body image and disorders
			24/11/2021		CITIZENSHIP - S1 We're all different and that's OK: Responsible relationships SF Study skills
			01/12/2021		EMPLOYABILITY S1 All about you: CV Workshop
08/12/2021			CAREER PROGRESSION -S1 Motivation & Goal Setting		
15/12/2021			CAREER PROGRESSION - S2 Personal Statement Writing		
22/12/2021			CONSENT INC. DIFFERENCE BETWEEN LOVE AND LUST		
YEAR 12	Spring 1	Professional and Business Services	CEIAG	05/01/2022	INTERVIEW SKILLS & SELF PROMOTION
				12/01/2022	ASPIRATIONS; WOMEN IN POWER/STRONG ROLE MODELS
				19/01/2022	CEIAG FOCUS WEEK; PROFESSIONAL & BUSINESS SERVICES
		KEEPING SAFE	26/01/2022	APPRENTICESHIPS - NAW	
			02/02/2022	GANGS: KNIFE CRIME CSE / KEEPING SAFE ON A NIGHT OUT	
			09/02/2022	SEXTING / SEXUAL HARRASSMENT & ABUSE	
			16/02/2022	FAKE NEWS & ONLINE SAFETY - PERSONAL INC FINANCIAL AND NEW FRIENDSHIP	
	Spring 2	Advanced Manufacturing	CEIAG	02/03/2022	LMI; LINKS TO HE, CAREERS & GROWTH SECTORS
				09/03/2022	CEIAG FOCUS WEEK; ADVANCED MANUFACTURING
				16/03/2022	LMI; CAREERS IN.....
				23/03/2022	EMPLOYABILITY FOR A BRIGHT FUTURE
				30/03/2022	CELEBRATE DIVERSITY
				06/04/2022	RESPECT AND INCLUSION

	Summer 1	Visitor Economy	27/04/2022	CEIAG	PREVENT INFORMATION
			04/05/2022		CEIAG FOCUS WEEK; INNOVATION, DIGITAL & CREATIVE
			11/05/2022		CONTRAPTIVES AND STIs
			18/05/2022		PLANNING AND DEALING WITH PREGNANCY
			25/05/2022		ABORTION
	Summer 2	Low Carbon	08/06/2022	CEIAG - UCAS PREP	CEIAG FOCUS WEEK; LOW CARBON
			15/06/2022		UCAS INTRODUCTION; FE OPTIONS
			22/06/2022		PERSONAL STATEMENTS 2
			29/06/2022		WORK EXPERIENCE PREP
			06/07/2022		REFLECTION ON YEAR 12; GOAL SETTING; ASPIRATIONS
13/07/2022			WORK EXPERIENCE		

YEAR 13					
	Autumn 1	Health and Life Sciences	01/09/2021	CEIAG - UCAS	FIRST DAY OF TERM
			08/09/2021		PROGRESS LEADER - WELCOME; ASPIRATION; AIM HIGH; GOAL SETTING
			15/09/2021		CEIAG FOCUS WEEK; HEALTH & LIFE SCIENCES / ONE TO ONE TUTORIALS; PERSONAL STATEMENT SECTION 1
			22/09/2021		ONE TO ONE TUTORIALS; PERSONAL STATEMENT SECTION 2
			29/09/2021		ONE TO ONE TUTORIALS; PERSONAL STATEMENT SECTION 3
			06/10/2021		INTERVIEW SKILLS; SELF PROMOTION
			15/10/2021		EARLY UCAS DEADLINE Applications for Oxford, Cambridge and most courses in medicine, dentistry, and veterinary medicine/science should arrive at UCAS by 18:00 (UK time). The reference needs to be completed before the application can be sent.
			20/10/2021		NETWORKING SKILLS; COMMUNICATION TO SUCCEED / ELEVATE SESSION - PLANNING FOR THE FUTURE
	Autumn 2	Innovation, Digital and Creative	03/11/2021	EXAM PREP BUILDING RESILIENCE	CEIAG FOCUS WEEK; VISITOR ECONOMY
			10/11/2021		PERSONAL STATEMENTS TALK SARAH CROTTY UCLAN UNI
			17/11/2021		EXAM SKILLS
			24/11/2021		EXAM SKILLS
		01/12/2021	PREGNANCY INC. UNWANTED	RELATIONSHIPS - NEW FRIENDS NEW SITUATIONS	
		08/12/2021		RELATIONSHIPS - DIFFERENT FORMS OF ABUSE	
		15/12/2021		HOW TO DE-ESCALATE SITUATIONS	
22/12/2021	SEEKING HELP				

YEAR 13	Spring 1	Professional and Business Services	05/01/2022		GAP YEAR INFORMATION / VOLUNTEERING OPPS
			12/01/2022		THE CURRENT JOB MARKET
			19/01/2022		CEIAG FOCUS WEEK; PROFESSIONAL & BUSUINESS SERVICES
			26/01/2022	PREP FOR LATER LIFE	Applications for the majority of undergraduate courses should arrive at UCAS by 18:00 (UK time) on the equal consideration date (check course details in our search tool for the correct deadline). The reference needs to be completed before the application can be sent to us.
			26/01/2022		APPRENTICESHIPS - NAW
			02/02/2022		MONEY MANAGEMENT - BUDGET WHEN MOVING OUT/STUDENT FINANCE
			09/02/2022		HEALTHY DIET - ON A BUDGET
			16/02/2022	CHANGING ADDRESS AND DOCTOR; RECOGNISING ILLNESSES - FRESHERS FLU	
	Spring 2	Advanced Manufacturing	02/03/2022	CEIAG	LMI; LINKS TO HE, CAREERS & GROWTH SECTORS
			09/03/2022		CEIAG FOCUS WEEK; ADVANCED MANUFACTURING
			16/03/2022		LMI CAREERS IN.....
			23/03/2022	POLITICA AND CURRIE	POLITICAL AWARENESS
			30/03/2022		POLITICAL AWARENESS - ACTIVISM
			06/04/2022		POLITICAL AWARENESS - TRADE UNIONS

YEAR 13	Summer 1	Visitor Economy	27/04/2022	SUPPORT AND REFLECT - NEXT STEP 1	RESPONSIVE SESSIONS TO STUDENTS NEEDS
			04/05/2022		CEIAG FOCUS WEEK; INNOVATION, CREATIVE & DIGITAL
			11/05/2022		RESPONSIVE SESSIONS TO STUDENTS NEEDS
			18/05/2022		RESPONSIVE SESSIONS TO STUDENTS NEEDS
			25/05/2022		RESPONSIVE SESSIONS TO STUDENTS NEEDS

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

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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography 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	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

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

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	