



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Relationship and Sex Education Policy

Member of Staff Responsible

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Relationship and Sex Education Policy

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1. Rationale, Ethos and Aims

The aims of relationships and sex education (RSE) at Harrogate Grammar 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 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
- Ensure RSE fosters an appreciation and awareness of gender equality and LGBTQ+ equality for all students
- Ensure that RSE is inclusive and meets the needs of all of our students

At Harrogate Grammar School we believe that 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, exploring issues and values and is not about the promotion of sexual activity. We view the partnership of home and school as vital in providing the context of discussing and promoting awareness of RSE education as we want students to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts. We want our students to be independent but consider others, acting responsibly, safely and sensitively so that both they and wider society benefit.

2. Statutory requirements/Legislation

We are required to teach RSE as part of the revised Department for Education statutory guidance which states that from summer 2021 all secondary schools must deliver relationship and sex education.

The RSE policy supports the following school policies:

- Bereavement Policy
- Bullying and Harassment Policy
- Equality Policy
- Relationships and Behaviour Policy
- Safeguarding Policy
- Spiritual, Moral, Social and Cultural Policy
- Substance Use and Misuse Policy

Documents which have informed the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education (2020) – Statutory safeguarding guidance
- Children and Social Work Act (2017)

3. Policy development

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

1. Review – a member of staff (Personal Development Coordinator) has completed an audit review of existing provision and gathered all relevant information including national and local guidance to inform the planning for and delivery of the new RSE curriculum
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Carer consultation – parents and carers were able to view the policy and make recommendations
4. Student consultation – we investigated what pupils want from their RSE programme
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Roles and responsibilities

The governing body – The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher – The Headteacher and SLT Lead Deputy Headteacher are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

The Personal Development Coordinator – The RSE programme will be led by the Personal Development Coordinator who will be responsible for creating and providing the schemes of work and resources for each year group as well as providing training and support for form tutors and year managers throughout the year.

Staff/Form Tutors – Staff/Form Tutors are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, responding to the needs of individual students and responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE however staff who have concerns about teaching RSE are encouraged to discuss this with the Personal Development Coordinator or Deputy Headteacher who will provide additional support as required.

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

5. Curriculum Design and Delivery of RSE

RSE will be taught within Key Stage 3 and 4 'The Big Picture' Personal Development lessons and will be an integral part of our school PSHE education provision. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religious Education (RE).

'The Big Picture' RSE lessons will be matched to the needs of our students and focus on providing young people with the information they need to help them develop healthy, nurturing relationships of all kinds including families, respectful relationships which include friendships, online and media, being safe, intimate and sexual relationships, which also includes sexual health. These areas of learning will be 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively on the different structures of support which some students will have around them (for example: looked after children or young carers).

The RSE programme will be delivered through a range of teaching methods and activities with the use of high-quality resources provided by the Personal Development Coordinator who reviews these resources annually based on feedback from staff and students. Differentiated resources will also be provided and the Personal Development Coordinator will liaise with the SENCO to ensure that RSE is matched to the needs of all students.

The RSE curriculum is set out as per Appendix 1 and the Big Picture Personal Development Curriculum Map is set out per Appendix 2 (which may need to be adapted as and when necessary).

6. Safe and Effective Practice

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, could lead to a disclosure of child protection concerns. HGS staff are required to complete statutory safeguarding training in line with the 'Keeping Children Safe in Education' statutory guidance and would therefore consult with the designated safeguarding lead if required if there are any concerns about a student. Form Tutors are expected to create a safe learning environment by agreeing ground rules for RSE and Big Picture lessons with students and are provided with training and resources for this by the Personal Development Coordinator at the start of the year. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and will be supported by the Personal Development Coordinator if they require advice on using a range of teaching techniques. Form tutors can also request the opportunity to plan the delivery of RSE lessons or team teach with the Personal Development Coordinator.

7. Monitoring and Evaluation

RSE provision will be monitored as part of 'The Big Picture' programme annual review which will include the Personal Development Coordinator, SLT Lead, Deputy Headteacher, Form Tutor feedback and student voice. Form tutors will be expected to provide feedback for the Personal Development Coordinator about the RSE topics and themes discussed during Big Picture lessons and to also monitor students' development in RSE as part of our internal assessment systems. Students will have the opportunity to review and reflect on their learning in RSE lessons by completing their year group specific Big Picture PSHE/RSE online surveys which are used as part of the process for monitoring the impact and effectiveness of the RSE provision and content in Years 7-11. Student voice, including for example attendance by the Personal Development Coordinator at year council meetings and Senate meetings when required, will also be influential in adapting and amending future learning activities. This provides, therefore, students with the opportunity to evaluate and shape the RSE programme at HGS.

8. Engaging Stakeholders and Parents/Carers Right To Withdraw

Relationships and sex education is part of all students' education and it is hoped that all will participate. Parents/carers will be informed about the RSE policy and Big Picture curriculum at the start of each academic year and it will be available on the school website as we are committed to working closely with parents and carers to ensure that they are aware of what is being taught. The science curriculum in all maintained schools also includes content on human development, including reproduction, with which there is no right to withdraw from. The school however acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents have the right to withdraw their children from the non-statutory 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 teaching in one of those three terms (unless there are exceptional circumstances). Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher and Personal Development Coordinator. A copy of withdrawal requests will be placed in the student's educational record. This will be discussed with parents and alternative work will be given to students who are withdrawn from sex education.

9. Review Process

As part of HGS's commitment to effective RSE provision, this policy will be reviewed every two years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1

Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

By the end of secondary school students are expected to know the following which continues on from the RSE curriculum in primary schools:

By the end of primary school:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

By the end of secondary school schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content:

<p>Families</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <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.
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

	<ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • 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	<p>Pupils should know</p> <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).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none">• 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.
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Big Picture Topics For 2023/2024 - Year 7



Autumn Term – PSHE and RSE Education

- Relationships: How is Year 7 different and why is your identity important?
- Relationships: Making and keeping good friendships and the characteristics of positive and healthy friendships.
- Wellbeing: Year 7 mental health and emotional wellbeing introduction and support available at HGS.
- Wellbeing: Learning to cope with change and challenges which can arise with change.
- Wellbeing: Self-esteem and being positive – why is it important to feel good about yourself and to develop strategies to help build your confidence?
- Bullying and Cyberbullying – Why do some people bully, how can we help to stop this and how can we keep safe and report online bullying?
- Digital Resilience: Internet safety, social media and how to have safe and positive relationships online.
- Digital Resilience: The influence of social media on young people, online pressures and FOMO.
- Health and Wellbeing: Puberty - what happens, when and why?
- Health and Wellbeing: Why is it important to support our health and why do we talk about personal hygiene?

Spring Term – Careers Education and Economic Wellbeing Education

- Introduction to the Year 7 careers programme at HGS and what is Careers Education?
- Skills and qualities: What are my strengths and what am I good at?
- What are employability skills and why do I need to learn how to be resilient in the world of work? (including links to the Skills Builder Programme).
- What is Labour Market Information and how can I discover more about careers, industry and job sectors?
- Learning about industry sectors including:
Armed Forces/Business/Charity/Construction/
Creative Arts/Education/Information and Culture
- Year 7 Dream Job Challenge - what would your dream job be at the start of Key Stage 3 and how would you apply for it introducing CVs, applications and interviews.
- Economic Wellbeing: Introduction to the NatWest MoneySense website and resources.
- Economic wellbeing; How and why should we learn how to budget our money and how do you create a budget plan?
- Economic Wellbeing: What are the different types of financial transactions and products I need to know about?

Summer Term – Citizenship Education

- Introduction to Year 7 Citizenship and British Values education: Why is it important to take an interest in the world around you as a local, national and global citizen?
- What is personal identity and why are diversity and equality so important?
- Why do we talk about extremism and prejudice at school?
- Democracy: Why do you need to know how to vote and why will this be important in your future?
- Democracy: Year 7 Big Picture Mock Elections – how do you campaign and vote in local and general elections?
- Under 18s and criminal records: What are the consequences of breaking laws and should under 18s be given a criminal record?
- Are disabilities still misunderstood – breaking the stigma about disabilities and equality.
- Homelessness – why is it important to think about others and our community?
- What can cause problems in communities?
- Global Citizenship: How and why should we care for our planet?
- Global Citizenship: How and why should we shop ethically (including Fair Trade)?



Big Picture Topics For 2023/2024 - Year 7 continued



Autumn Term – PSHE and RSE Education

- Health and Wellbeing: Why is it important to keep healthy (including diet, nutrition, lifestyles and risky choices such as vaping/smoking/alcohol and drugs introduction).
- Health and Wellbeing: What do we need to keep healthy and why are exercise and being active important?

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Respectful relationships including friendships, families, bullying and challenging stereotypes
- ✓ Media literacy, digital resilience, Internet safety and harms
- ✓ Mental health and emotional wellbeing
- ✓ Physical health, fitness and healthy eating
- ✓ Changing adolescent body

Spring Term – Careers Education and Economic Wellbeing Education

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Learning Skills

Students will also be using the Indigo Careers Programme, Start Profile, MoneySense and Barclays Life Skills websites to access resources and tasks during Key Stage 3 and Key Stage 4. Links will also be made to the Gatsby Benchmarks and CDI Framework's six learning areas for Key Stage 3 and 4:

- ✓ Grow throughout life
- ✓ Explore possibilities
- ✓ Manage career
- ✓ Create opportunities
- ✓ Balance life and work
- ✓ See the big picture

Summer Term – Citizenship Education

- Year 7 First Aid Part 1 – why do we all need to know about CPR and how to help others?
- Year 7 First Aid Part 2 – having the confidence to help others who need first aid in different situations.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Positive Relationships
- ✓ Relationship Values
- ✓ Forming and maintaining respectful relationships
- ✓ Bullying, abuse and discrimination
- ✓ Social Influences
- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Managing risk and personal safety



Big Picture Topics For 2023/2024 - Year 8



Autumn Term – PSHE and RSE Education

- What are my aspirations and why is goal setting and a growth mindset important?
- Wellbeing: Why is it important to promote emotional wellbeing and how can mindfulness support our mental health?
- Wellbeing: The importance of developing digital resilience skills and the influence of the media on young people and teen body image.
- Internet safety – What is online grooming, cyber-crime and why must young people be careful?
- RSE: What are the features of respectful relationships including LGBTQ+ and the sharing of sexual images.
- Risky Behaviour: What are the facts and risks of alcohol consumption?
- Risky Behaviour – What are the facts and risks of vaping and why is it dangerous?
- Risky Behaviour – What are the facts and risks of smoking and why is it dangerous?
- Risky Behaviour: Why do we need to know about drugs introduction (including energy drinks) and why are they dangerous?
- Risky Behaviour: What are the facts and risks of taking drugs, why do you need to know the legal consequences of drug taking and how can you access support?

Spring Term – Careers Education and Economic Wellbeing Education

- Introduction to the Year 8 careers programme at HGS: Why is it important to continue developing our career research skills?
- Why is LMI important: Using website information and resources to help us learn from Labour Market Information.
- Being an aspirational student: Why is self-reflection and selling yourself important?
- What influences me: How do I make decisions that suit me and my skills and interests?
- Learning about industry sectors including: Energy and Water/Entertainment/Environment/Farming/ /Agriculture and Animals/Fashion/Financial Services
- Exploring future pathways: Learning about future progression routes including apprenticeships and T Levels.
- Economic Wellbeing: Why do we need to be able to budget, save money and control our personal finances?
- Economic Wellbeing: What is income and expenditure, why do I need to be able to read a payslip and what is National Insurance?
- Economic Wellbeing – Why do we pay taxes and how are they spent.

Summer Term – Citizenship Education

- Introduction to Year 8 Citizenship and British Values education: Why is it important to take an interest in the world around you as a local, national and global citizen?
- Why is community cohesion and valuing diversity so important?
- What can cause problems in our communities and how can we challenge prejudice and discrimination?
- Why is it important to understand and prevent extremism?
- What is radicalisation and why do we need to talk about it?
- What is a crime: Understanding the consequences of involvement in crime, the reasons why some people follow a path of criminal activity and the role of the police.
- Why do you need to be able to make good decisions as a responsible citizen?
- Equality: Disability focus to encourage awareness of legal rights and responsibilities regarding equality (including the Equality Act 2010).
- How does the media influence people and why do we talk about it at school?
- Domestic conflict, why do some people run away from home and why is this dangerous?



Big Picture Topics For 2023/2024 - Year 8 continued



Autumn Term – PSHE and RSE Education

- Risky Behaviour: Why do we need to talk about criminal exploitation and young people, county line drug operations and the law?
- Wellbeing: Why is it important to take responsibility for your healthy lifestyle including sleep and dental care?

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Healthy lifestyles
- ✓ Risky Behaviour - drugs, alcohol and tobacco
- ✓ Managing risk and personal safety
- ✓ Positive relationships
- ✓ Relationship Values
- ✓ Forming and maintaining respectful relationships
- ✓ Consent
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Choices and pathways
- ✓ Financial choices
- ✓ Media literacy and digital resilience

Spring Term – Careers Education and Economic Wellbeing Education

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Learning Skills

Students will also be using the Indigo Careers Programme, Start Profile, MoneySense and Barclays Life Skills websites to access resources and tasks during Key Stage 3 and Key Stage 4. Links will also be made to the Gatsby Benchmarks and CDI Framework's six learning areas for Key Stage 3 and 4:

- ✓ Grow throughout life
- ✓ Explore possibilities
- ✓ Manage career
- ✓ Create opportunities
- ✓ Balance life and work
- ✓ See the big picture

Summer Term – Citizenship Education

- Global Citizenship: World Refugee Day and taking action on global issues.
- Global Citizenship: How can I support others and exploring the work of local, national and global charities.
- First Aid Year 8 Reminder Lesson: Why do we all need to know about CPR and how to help others who need first aid?

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Managing risk and personal safety
- ✓ Positive Relationships
- ✓ Relationship Values
- ✓ Forming and maintaining relationship values
- ✓ Bullying, abuse and discrimination
- ✓ Social Influences
- ✓ Choices and pathways



Big Picture Topics For 2023/2024 - Year 9



Autumn Term – PSHE and RSE Education

- RSE: What is consent and why do you need to know about it?
- RSE: Why is it important to learn about similarities, differences and diversity in relationships and to develop your communication skills?
- RSE: What are healthy and unhealthy relationships and why do students need to know about peer pressure, domestic violence and abusive relationships?
- RSE: What is child sexual exploitation, how or why are young people lured into dangerous relationships and what are the risks associated with FGM?
- RSE: Respectful relationships Part 1 including facts about sexual health, contraception, STIs and managing personal risk.
- RSE: Respectful relationships Part 2 including facts about sexual health, managing relationships and the law.
- RSE: Respectful relationships including the consequences of sending or sharing personal images online.
- RSE: Why is it important to be aware of how the media portrays relationships and the impact of this on young people (including pornography and sexting)?
- Wellbeing: Why is it important to understand the impact of social media and online activity on young people and their sense of identity?

Spring Term – Careers Education and Economic Wellbeing Education

- Introduction to the Year 9 careers programme at HGS: Knowing my KS4 options, exploring future pathways and making informed choices.
- Growth Mindset: How can we foster a growth mindset to succeed and opportunity to learn about the HGS Key Stage 4 options process.
- Developing career management and research skills: How do I find good careers information and advice?
- The world of work: What is stereotyping, how can people's career choices be influenced and why should I consider STEM careers?
- Learning about industry sectors including:
Food and Hospitality Services/Government and Civil Services/Hair Beauty and Personal Services/Health and Social Care/Legal and Professional Services/Leisure
- Year 9 Dream Job Challenge: What would your dream job be in Year 9 including the opportunity to update your CV and personal statement and to continue developing your oracy skills and confidence when preparing for interviews.
- Economic wellbeing: How do I stay in control of my money and make good financial choices using the NatWest MoneySense website.

Summer Term – Citizenship Education

- Introduction to Year 9 Citizenship and British Values education: Why is it important to take an interest in the world around you as a local, national and global citizen?
- What makes a successful community and how can I contribute to my community?
- Knife crime: How does knife crime impact on our communities, why do teens get involved and what are the consequences?
- The law and young people (Part 1 research and planning lesson): How does the law deal with young offenders and why do we talk about issues such as criminal exploitation, hate crime and our rights and responsibilities online?
- The law and young people (Part 2 presentation lesson): How does the law deal with young offenders and why do we talk about issues such as criminal exploitation, hate crime and our rights and responsibilities online? (Including the opportunity to demonstrate progress with the Year 9 Skills Builder programme).
- Democracy, voter apathy and why is it important to engage young people in politics?
- Democracy: Who would you vote for mock election challenge (including opportunity to demonstrate progress with the Year 9 Skills Builder programme).



Big Picture Topics For 2023/2024 - Year 9 continued



Autumn Term – PSHE and RSE Education

- Wellbeing: Why is it important to understand the benefits of looking after your physical and emotional wellbeing?
- Risky behaviour: Why are choices and consequences important including a Year 9 drugs, alcohol and vaping reminder lesson.
- Wellbeing: Why is it important to develop strategies for managing emotions (including eating disorders, self-harm awareness and suicide prevention, coping with change, loss and grief).

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Healthy Lifestyles
- ✓ Risky Behaviour - drugs, alcohol and tobacco
- ✓ Managing risk and personal safety
- ✓ Puberty and sexual health
- ✓ Positive relationships and Relationship Values
- ✓ Forming and maintaining respectful relationships
- ✓ Consent
- ✓ Contraception and parenthood
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Media literacy and digital resilience

Spring Term – Careers Education and Economic Wellbeing Education

- Economic wellbeing: How do I keep my finances secure and avoid fraud and scams?
- Economic wellbeing: What rights do we have as consumers and how can I stay financially savvy and avoid debt?

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Learning Skills

Students will also be using the Indigo Careers Programme, Start Profile, MoneySense and Barclays Life Skills websites to access resources and tasks during Key Stage 3 and Key Stage 4. Links will also be made to the Gatsby Benchmarks and CDI Framework's six learning areas for Key Stage 3 and 4:

- ✓ Grow throughout life
- ✓ Explore possibilities
- ✓ Manage career
- ✓ Create opportunities
- ✓ Balance life and work
- ✓ See the big picture

Summer Term – Citizenship Education

- How can and why should we be able to challenge prejudice and discrimination?
- Why do we talk about rights and responsibilities?
- Why is it important to value each other as members of society?
- Global Citizenship: Taking an interest in the world as an ACTIVE citizen project (including sustainability and human rights).
- First aid and CPR: The skills you will need to help others Year 9 reminder lesson.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Managing risk and personal safety
- ✓ Positive Relationships
- ✓ Relationship Values
- ✓ Forming and maintaining relationship values
- ✓ Bullying, abuse and discrimination
- ✓ Social Influences
- ✓ Choices and pathways
- ✓ Financial choices



Big Picture Topics For 2023/2024 - Year 10



Autumn Term – PSHE and RSE Education

- Time Management: Developing your self-concept skills and how you can manage your time effectively with your new GCSE courses.
- Emotional Wellbeing: Learning to cope with new challenges, how to learn from setbacks and promoting healthy emotional wellbeing strategies.
- Emotional Wellbeing: Learning how to recognise and support mental health issues including stress, depression, anxiety, self-harm, suicide prevention, loss and bereavement awareness.
- Health and Wellbeing: Lifestyle choices, cancer awareness, NHS donation information and how to take increased personal responsibility for maintaining and monitoring health.
- Health and Wellbeing: Taking responsibility and making informed choices about your health Year 10 revisit lesson including the risks of vaping, drugs, alcohol, tattoos and piercings.
- RSE: How can we positively manage conflict and changes in relationships?
- RSE: How can we manage relationships, including forced marriages, and access support if needed?
- RSE: The roles and responsibilities of parenthood and facts about fertility and pregnancy.

Spring Term – Careers Education and Economic Wellbeing Education

- Introduction to the Year 10 careers programme at HGS and why is it important to take responsibility for being the best I can be as a student and in the world of work?
- Employability: which skills and qualities do employers look for and how do we choose a career which suits our personality, ambition and qualifications?
- Equality and Diversity: Why do stereotypes and prejudice still exist and understanding Labour Market Information to support researching careers in a range of industries.
- The world of work: what rights and responsibilities do we have in the workplace?
- Learning about industry sectors including:
Manufacturing and Engineering/Marketing and Advertising/Media and Publishing/Motor Industry/Pharmaceutical/Police, Fire and Rescue Services
- Exploring future pathways including Post-16 options, Apprenticeships and T Levels.
- Economic Wellbeing: Using the NatWest MoneySense website Key Stage 4 section to continue developing confidence and awareness of financial literacy and responsibility.

Summer Term – Citizenship Education

- Introduction to Year 10 Citizenship and British Values education: Why is it important to take an interest in the world around you as a local, national and global citizen?
- Identity: What is personal identity and why are the values of respect, tolerance, diversity and equality so important?
- British values: What is community cohesion and why are the values of respect and tolerance important?
- Why is it important to be able to challenge discrimination?
- Anti-social behaviour and crime: What it is and how does it affect communities and young people?
- Radicalisation: How can we prevent and recognise the signs of radicalisation and extremism Key Stage 4 reminder lesson.
- Digital citizenship: Why do you need to know your rights and responsibilities online?
- Harassment and stalking: What are they and how does the law protect us?
- Media literacy and the impact of fake news including the causes and personal consequences of extremism and intolerance.



Big Picture Topics For 2023/2024 - Year 10 continued



Autumn Term – PSHE and RSE Education

- RSE: Why is it important to have healthy relationships with our role models and should we be concerned about the influence of social media on self-esteem?
- Internet Safety Part 1: The importance of continuing to develop media literacy and digital resilience skills including online blackmail and sexual abuse.
- Internet Safety Part 2: The importance of continuing to develop media literacy and digital resilience skills including implications of sharing images and viewing harmful content.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Health-related decisions
- ✓ Drugs, alcohol and tobacco
- ✓ Managing personal risk and safety
- ✓ Positive relationships
- ✓ Relationship values and Consent
- ✓ Contraception and parenthood
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Learning Skills
- ✓ Media literacy and digital resilience

Spring Term – Careers Education and Economic Wellbeing Education

- Economic Wellbeing; Using the Barclays LifeSkills website to support the development of career identity and strategies to help students to manage their online presence.
- Economic Wellbeing: Continuing to use Barclays Lifeskills to prepare for the world of work focusing on building confidence, body language, dealing with pressure, learning about personality types and digital skills for the workplace.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Learning Skills

Students will also be using the Indigo Careers Programme, Start Profile, MoneySense and Barclays Life Skills websites to access resources and tasks during Key Stage 3 and Key Stage 4. Links will also be made to the Gatsby Benchmarks and CDI Framework's six learning areas for Key Stage 3 and 4:

- ✓ Grow throughout life
- ✓ Explore possibilities
- ✓ Manage career
- ✓ Create opportunities
- ✓ Balance life and work
- ✓ See the big picture

Summer Term – Citizenship Education

- Democracy and voting Key Stage 4 lesson: Why is it important for young people to take an interest in the political world?
- Global Citizenship: Why do we need to take responsibility as an active citizen?
- Key Stage 4 First Aid Part 1: Why do we all need to know about CPR and how to help others reminder lesson.
- Key Stage 4 First Aid Part 2: Having the confidence to help others who need first aid in different situations reminder lesson.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Health-related decisions
- ✓ Drugs, alcohol and tobacco
- ✓ Managing personal risk and safety
- ✓ Positive relationships
- ✓ Relationship values
- ✓ Consent
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Media literacy and digital resilience



Big Picture Topics For 2023/2024 - Year 11



Autumn Term – PSHE and RSE Education

- Risky behaviour: Why do we still need to talk about risk taking in Year 11 including exploring risk in relation to gambling.
- Staying safe: Personal safety in the wider world and staying safe online including the dark web.
- Healthy lifestyle and wellbeing: Why do we need sleep and how does sleep deprivation affect us?
- Healthy lifestyle and wellbeing: How the use of alcohol, smoking/vaping and drugs can have consequences which can affect your life now and in the future.
- RSE Year 11 reminder lesson Part One: Developing the confidence to manage risk, safety and wellbeing in relationships.
- RSE Year 11 Reminder Lesson Part Two: Respectful relationships, consent, sexual health and where to ask for help and support.
- Introduction to the Year 11 careers programme at HGS: Year 11 Post-16 Options – choices and pathway options for Year 11 and support available at HGS for students during this important year.
- Careers: Apprenticeships and T-Levels – information about these qualifications, where you can study them and how to apply.

Spring Term – Careers Education and Economic Wellbeing Education

- Year 11 Careers Programme Continued: Identifying skills and qualities to support application success
- Post-16 applications: Writing personal statements top tips and advice
- Post-16 applications: Top tips for completing application forms and preparing for interview success
- Why are CVs important and the skills, qualities and experiences which employers look for.
- Learning about industry sectors including: Recruitment/Retail/Software/Computing and Technology/ Sport/Transport and Logistics/Travel and Tourism
- What is an entrepreneur and learning about self-employment as an option for the future.
- How do I develop the skills to be successful at job hunting and why do I need to know about health and safety in the workplace?
- Economic wellbeing: Planning for your financial future and the Natwest MoneySense website 12-16 and Young Adult resources.
- Economic wellbeing: Revisiting the Barclays LifeSkills website to continue developing economic wellbeing skills and confidence when preparing for the world of work, looking after your mental health, managing stress and how to become more confident.

Summer Term – Citizenship Education

- Year 11 Citizenship and British Values education: What does it mean to be a citizen in a modern and diverse Britain and why are your values important?
- Preparing For Success: Perseverance and procrastination and the importance of developing the knowledge, confidence and skills to make your own decisions.
- Wellbeing Reminder Lesson: How to deal with stress and supporting your emotional wellbeing
- Wellbeing Reminder Lesson: Facing challenges and maintaining a healthy work-life balance.
- Managing your life, living independently and continuing to develop the skills, strategies and attributes you will need for a successful future (including Year 11 risky behaviours and first aid CPR reminder).

Year 11 lessons can also revisit themes and topics from Key Stage 4 or students can complete the REED Virtual Work Experience Programme depending on time available before exam leave



Big Picture Topics For 2023/2024 - Year 11 continued



Autumn Term – PSHE and RSE Education

- Careers: Year 11 Work Experience – why are work experience placements (including the Year 11 HGS REED virtual work experience programme) and volunteering important?
- Preparing for exam success: Top tips for effective revision and continuing to develop Year 11 study skills.

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Health-related decisions
- ✓ Drugs, alcohol and tobacco
- ✓ Managing personal risk and safety
- ✓ Sexual health and fertility
- ✓ Positive relationships
- ✓ Relationship values and Consent
- ✓ Contraception and parenthood
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Learning Skills
- ✓ Media literacy and digital resilience
- ✓ Choices and pathways, work and career

Spring Term – Careers Education and Economic Wellbeing Education

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Learning Skills

Students will also be using the Indigo Careers Programme, Start Profile, MoneySense and Barclays Life Skills websites to access resources and tasks during Key Stage 3 and Key Stage 4. Links will also be made to the Gatsby Benchmarks and CDI Framework's six learning areas for Key Stage 3 and 4:

- ✓ Grow throughout life
- ✓ Explore possibilities
- ✓ Manage career
- ✓ Create opportunities
- ✓ Balance life and work
- ✓ See the big picture

Summer Term – Citizenship Education

PSHE Association Programme of Study themes to be discussed during this term are:

- ✓ Self-concept
- ✓ Mental health and emotional wellbeing
- ✓ Health-related decisions
- ✓ Drugs, alcohol and tobacco
- ✓ Managing personal risk and safety
- ✓ Positive relationships
- ✓ Relationship values
- ✓ Consent
- ✓ Bullying, abuse and discrimination
- ✓ Social influences
- ✓ Media literacy and digital resilience

Appendix 3

Parent Form For Withdrawing Students From Sex Education As Part Of The RSE Curriculum

TO BE COMPLETED BY PARENTS

Name of child	Form
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

Date

TO BE COMPLETED BY SCHOOL

Agreed actions from discussions with parents

Staff Signature

Date