



# Goldwyn School

## Relationships and Sex Education Policy (RSE)

**Review Body:** Josh Dark/Learning & Inclusion

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## 1. Aims

The aim of this policy is to provide a working document that gives clear guidance to staff, parents, carers and governors so that all staff are aware of how to tackle any RSE related issue in line with the policy.

Specifically, it will influence the school's approach to RSE in:

- The taught National Curriculum Science Program of Study in line with the PSHE association and the NCFE Sex and Health Education qualification.
- RSE modules within each Key Stage delivered within a planned PSD program.
- Pastoral support for students who experience difficulties.
- Provision of appropriate information through leaflets and books in the PSHE room and display of posters and appropriate materials in units and communal areas.
- Condom distribution – In accordance with the GET IT SCHEME.

Goldwyn school aims to deliver the RSE programme in a manner that will revisit topics, so they build upon their existing knowledge and skills throughout the school. It is intended that RSE be taught through active learning activities as appropriate. The taught RSE curriculum is based on the NCFE Sex and Health Education qualification, with a clear pathway for each class group on a yearly basis thus ensuring the content delivered builds on past knowledge and mirrors the needs and maturity of the group. The aim is to ensure that the whole content is covered at the appropriate level for each cohort by the end of Year 11.

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavor to have a balanced approach that is educational, rather than biased.

## 2. Statutory Guidance

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and Health Education. The new subjects of Relationships Education and RSE must be taught in special schools such as Goldwyn.

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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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the - 2 - out sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people 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.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that 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. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the 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 should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

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### 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 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 read and comment on the draft policy.
4. **Pupil Consultation** will become part of the annual planning of the RSE for each class.
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

#### 5.1 Curriculum

**The content of the RSE curriculum follows the NCFE Sex and Health Education qualification scheme:** 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

## **5.2 Key Stages 3 and 4**

RSE whilst there will be a certain amount of dovetailing between the Science department and PSD, it has been decided that the responsibility for delivery of RSE will lie within the PSD department. As these are important topics, elements of the curriculum from a biological perspective will be taught in science lessons. The development and sequencing of the programme will use the NCFE Sex and Health Education qualification to plan and record the development of each cohort which then passes with that cohort through their time at school.

The National Teenage Pregnancy Strategy (Department of Health 1999) which is inextricably linked to the National Strategy for Sexual Health and HIV (Department of Health 2001) states that evidence suggests that young people lack the information which enables them to make decisions regarding their sexual health and that it is time to re-examine the traditional approaches to solve these problems. Recommendations from the Ofsted Report (2002 and 2005) suggest that schools should broaden their coverage and their definition of achievement in sex and relationships education to include the development of young peoples' values, attitudes and personal skills in addition to the acquisition of factual knowledge.

### **Key Stage 5**

Many 6<sup>th</sup> Form students transfer to Goldwyn from other specialist provisions or mainstream schools at the end of Year 11. As such, the students' previous access to and engagement in RSE is often unknown and there can be significant gaps and misconceptions in their knowledge and understanding.

In line with the secondary provision at Goldwyn, the majority of 6<sup>th</sup> Form students have a diagnosis of ASC and / or ADHD, amongst other SEND. Many have difficulties with Social Communication and forming positive, safe relationships. They continue to require support and direct RSE, especially as they near the age of 18 and want to become more independent. Repetition and contextual learning are important strategies in making sure that students have retained any prior learning and are able to apply it in real life situations.

Key themes and content from the Statutory Curriculum for Key Stage 4 are incorporated into the 6<sup>th</sup> Form Life Skills Programme to provide the opportunity for revisiting and reinforcing learning but with a focus on real life application. A flexible approach is adopted, and students are encouraged to identify topics that they would like to address. Where possible, these topics, as well as issues observed by staff, matters reported in the media and national awareness events, will be incorporated into lessons. In some cases, RSE may contribute credits towards a nationally recognised qualification.

As all 6<sup>th</sup> Form students are over the age of 16, they can consent to participating in RSE themselves. However, this will be discussed with students and their parents or carers on transition, and, on request, they can be provided with written information about the RSE Programme. Parents or carers are welcome to contact the Teaching and Learning Lead to discuss concerns at any time.

### **Specific Considerations for Teaching RSE at Goldwyn**

The nature of ASD means individuals may present with particular difficulties in forming, and maintaining healthy and positive relationships and communicating their feelings, emotions and needs. The need for guidelines on an integrated sex education and relationship programme will be specific to the needs and level of ability of everyone.

The Relationship and sex education programme acknowledges that students mature at their own speed and individual plans will be developed, delivered, and monitored following their individual developmental and physical stages. Relationship and sex education is cross curricular, and it will therefore form part of the wider curriculum (PSHE framework), including personal health and wellbeing, which aims to influence the development of self-awareness, gender and sexuality throughout the school life. As such many students will have access to personalised mentoring from key staff within their Unit bases or classes. Students will be encouraged as much as possible to take an active part in any decision making, with self-advocacy and the skills of socially appropriate behaviour, informed consent and assertion. The individual's choice must be respected within the understanding that it does not impact on the life, health, safety, and welfare of others.

~~Upon request,~~ parents are provided with written information regarding the content of the Relationship and sex education programme (each year) and they are given an opportunity as part of the annual review process to discuss with staff any related matters that cause them concern. Parents will be reassured that the personal beliefs and attitudes of teachers/staff will not influence the teaching of Relationship and sex education within the PSHE framework. Concerned parents are invited to discuss their concerns with teachers/staff so that a solution can be sought.

## **6. Roles and responsibilities**

### **6.1 The Governing Board**

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

### **6.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **6.3 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-statutory/non-science components of RSE

Staff directly involved in teaching RSE:

	Ashford	Folkestone	Plus	GVC
RSE lead	Josh Dark		Sally Wilcock	Sally Wilcock
Science Teachers	Tracey Sheehan		NA	NA

#### **6.4 Students**

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

#### **6.5 Ground Rules**

It will be the responsibility of the facilitator to create a 'safe' workshop environment to reduce anxiety and embarrassment and eliminate unintended personal disclosures. Establishing ground rules at the beginning of a lesson will help to facilitate a safe environment, which will benefit the scope and contributions to the topics under discussion. The key ground rule is that no personal questions will be asked. Those that deliver the RSE programme are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect that fact that others may have quite different viewpoints.

#### **6.6 Outside Agencies**

Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Any external agency will be expected to comply with this policy and be vetted in according to school procedures.

## 7. Parents

### 7.1 Informing Parents/Carers

We are aware that some parents find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers at all levels. We will share the topics covered in RSE with parents so they are fully informed of what is being covered.

### 7.2 The right to withdraw

- In secondary education from September 2020:
- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

## 8. Training

Staff have been made aware of the contents of the policy and how they should engage in the delivery of the policy, ie through taught RSE lessons by specifically competent staff, through other aspects of PSHE, through tutor session and personal mentoring sessions where applicable.

The PSD leads 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. These sessions will be monitored before delivery to ensure they are compliant with this policy.

## 9. Monitoring Arrangements

The PSD Lead is the named RSE coordinator. The RSE coordinator has responsibility for overseeing the tuition of RSE. The RSE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

The delivery of RSE is monitored by the Principal, Head of Centres and the PSD Lead through:

- Planning scrutiny (PSHE association, schemes of work mapping).
- Learning walks/Lesson observations.
- Internal department planning.
- Regular cross centre monitoring meetings by RSE leads

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Students will also be given many opportunities to reflect on what they have learnt in RSE lessons. Relationship and sex education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher. The PSD/ RSE coordinator is fully trained in the Get it Scheme and co-ordinate staff accordingly in liaison with the principle. All based on individual circumstances.

## 11. Conclusions

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

### **Ethnic and Cultural Diversity.**

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying Home Backgrounds.**

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

### **Sexuality**

On average, about 5% of our students will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

### **Special Educational Needs**

As our students have learning, emotional or behavioural difficulties these may result in particular RSE needs that are carefully planned.

### **The Teaching Programme for Relationship and Sex Education**

We intend that all students shall experience a programme of RSE at a level which is appropriate for their age and physical development.

### **Contraceptive Advice**

Older students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. The level of discussion and information is raised throughout the pupil's school life.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

# Appendices

## Appendix 1: Curriculum overview

Our Relationships and Sex Education (RSE) curriculum is designed to provide the students at Goldwyn School with the knowledge, skills, and understanding necessary to make informed, respectful, and safe choices about relationships, health, and personal well-being. Delivered through the NCFE RSHE qualification and our post 16 provision, the curriculum is structured into five progressive units, each aligned with specific year groups to ensure age-appropriate learning.

### Key Features of the Curriculum

- **Inclusive and Age-Appropriate Content:** Lessons are tailored to the developmental stage of each year group and are inclusive of all backgrounds, identities, and experiences.
- **Comprehensive Relationship Education:** Students explore the characteristics of healthy relationships, including mutual respect, consent, trust, and communication.
- **Focus on Health and Well-being:** The curriculum addresses the interconnection between physical, mental, and emotional health, helping students to recognize and manage issues such as stress, anxiety, and depression.
- **Skills-Based Learning:** Activities are designed to develop critical thinking, reflection, and research skills, enabling students to evaluate information and make responsible choices.
- **Real-World Application:** Students gain practical knowledge and strategies to navigate relationships, understand sexual health, and plan for their future.

### Curriculum Content

The RSE curriculum covers the following core areas:

- **Relationships:** Understanding different types of relationships, including family, friendships, and romantic relationships; the importance of respect, boundaries, and consent.
- **Sexuality and Reproductive Health:** Information on fertility, contraception, pregnancy, and the physical and emotional aspects of sexual health.
- **Sexual Health:** Education on sexually transmitted infections (STIs), conception, and childbirth.
- **Mental Health and Emotional Well-being:** Strategies for recognizing and managing mental health challenges, including coping with stress and building resilience.
- **Risk Awareness and Management:** Identifying and managing risks related to substance use, peer pressure, and online safety.
- **Personal Safety:** Understanding how to stay safe in both physical and digital environments, including awareness of bullying, exploitation, and abuse.

### Flexibility and Adaptability

The NCFE RSHE qualification is designed to be flexible, allowing schools to adapt the content to meet the specific needs of their student community. This ensures that all learners receive relevant, meaningful education that prepares them for life beyond the classroom.

## Appendix 2: Curriculum Scheme

## Key Stage 3 + 4

Unit 01 Relationships, Sex and Health Education (Year 7) (K/617/6618)



<b>Unit summary</b>	By the end of this unit, I will have gained the knowledge and understanding to enable me to make discerning decisions about my health and relationships, and to give me the ability to reflect on my sense of identity and my place in the world.
<b>Guided learning hours</b>	36
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
1. Understand how I manage influences on my relationships	1.1 Identify internal and external influences in my life		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a</li> <li>• <b>Being safe</b> a</li> <li>• <b>Intimate relationships</b> d</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	1.2 Give examples of things that might influence my behaviour online		
	1.3 Explain how to maintain positive relationships with others both online and offline		

	1.4 State how to report online risks		
2. Understand how respect impacts on relationships	2.1 Describe what the Equality Act says about ‘protected characteristics’		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; h</li> <li>• <b>Being safe</b> a</li> </ul>
	2.2 Describe how bullying might involve prejudice and/or discrimination		
	2.3 Explain why stereotyping isn’t helpful		
	2.4 Give examples of prejudice and/or discrimination that have affected different groups of people		
3. Understand that the choices I make affect my relationships, health and future	3.1 Identify some of my dreams and goals		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a &amp; f</li> <li>• <b>Being safe</b> a</li> <li>• <b>Intimate relationships</b> b &amp; d</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Drugs, alcohol and tobacco</b> a &amp; c</li> </ul>
	3.2 Explain how responsible choices enable me to move towards my dreams and goals		
	3.3 Give an example of when a risky or unsafe choice could affect a person’s dreams and goals		
	3.4 Demonstrate how to respond in a situation requiring first aid		<ul style="list-style-type: none"> <li>• <b>Basic first aid</b> a, b &amp; c</li> </ul>
4. Understand how to be healthy	4.1 Explain why people need to take responsibility for their health		<ul style="list-style-type: none"> <li>• <b>Mental wellbeing</b> a, c, e &amp; f</li> <li>• <b>Physical health</b> a &amp; b</li> <li>• <b>Healthy eating</b> a</li> <li>• <b>Drugs, alcohol and tobacco</b> a, c, e &amp; f</li> <li>• <b>Health and prevention</b> d &amp; e</li> </ul>
	4.2 Describe techniques some people could use to manage their emotions		
	4.3 State some of the changes that happen in the body when it experiences stress		

	4.4 Explain some ways to manage stress		
	4.5 Give examples of healthy and less healthy lifestyle choices		
5. Understand what can make a relationship healthy or unhealthy	5.1 Describe behaviours that help make relationships healthy		<ul style="list-style-type: none"> <li>• <b>Families</b> a &amp; g</li> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c &amp; d</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Intimate relationships</b> a, b &amp; d</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	5.2 Describe attitudes that help make relationships healthy		
	5.3 Describe behaviours that could make relationships unhealthy		
	5.4 Describe attitudes that could make relationships unhealthy		
	5.5 Explain why being discerning is important to people's wellbeing		
	5.6 Give examples of skills people can use to stay happy and healthy in their relationships		
6. Understand the range of changes which are preparing me for adulthood	6.1 Describe the range of changes people may experience during puberty		<ul style="list-style-type: none"> <li>• <b>Families</b> a, b, d, e &amp; f</li> <li>• <b>Respectful relationships</b> a, c &amp; d</li> <li>• <b>Online and media</b> a, b &amp; c,</li> <li>• <b>Intimate relationships</b> a, c, g &amp; h</li> <li>• <b>Mental wellbeing</b> b</li> <li>• <b>Internet safety</b> a</li> <li>• <b>Changing adolescent body</b> a &amp; b</li> </ul>
	6.2 Explain why developing a positive body image is important		
	6.3 Describe how a baby can be conceived and born		
	6.4 Outline the most important things I would need to consider when thinking about having my own children		



<b>Unit summary</b>	By the end of this unit, I will understand the relationship I have with myself, my sense of identity, influences on me (including media and social media) and how these can impact on the decisions I make relating to my health, relationships and future.
<b>Guided learning hours</b>	36
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE and HE statutory guidance</b>
1. Understand how to identify influences and differences and use these positively in my relationships	1.1 Explain how personal beliefs can influence someone's self identity		<ul style="list-style-type: none"> <li>• <b>Families</b> a,b, c, d &amp; e</li> <li>• <b>Respectful relationships</b> a, b, c &amp; d</li> <li>• <b>Online and media</b> a</li> </ul>
	1.2 Give examples of some of the influences on people's self identity		
	1.3 Give examples of different people's beliefs about the importance of marriage		
	1.4 Give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship		

2. Understand how respect and equality, or the lack of these, affects relationships	2.1 Give examples of social injustice		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> a, b, c, d, f &amp; h</li> <li>• <b>Being safe</b> a</li> <li>• <b>Mental wellbeing</b> b &amp; f</li> <li>• <b>Physical health</b> c</li> </ul>
	2.2 Describe how prejudice and discrimination can be challenged		
	2.3 Explain how making a positive contribution to a community can support someone's mental wellbeing		
3. Understand that choices I make now can affect my future	3.1 Give examples of when money can be a positive or a negative factor in a person's life		<ul style="list-style-type: none"> <li>• <b>Online and media</b> a, b, c, d &amp; h</li> <li>• <b>Mental wellbeing</b> d, e &amp; f</li> <li>• <b>Internet safety</b> a</li> </ul>
	3.2 Identify some employability skills I am developing		
	3.3 Explain how my online activity could both positively and negatively affect my future		
4. Understand how to manage risks to my health and wellbeing	4.1 Identify some of the influences that could impact negatively on a person's mental and physical health		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, f</li> <li>• <b>Mental wellbeing</b> c, d, e &amp; f</li> <li>• <b>Physical health</b> a &amp; b</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c, d, e &amp; f</li> <li>• <b>Health and prevention</b> a, b &amp; d</li> </ul>
	4.2 Explain how different substances can affect health		
	4.3 Describe how to resist peer pressure when it could lead to unwanted risk		
	4.4 Demonstrate ways to help me stay healthy		
5. Understand how to	5.1 Show how the media (including social media) could influence how I feel about myself		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c, d &amp; g</li> </ul>

recognise and manage the internal and external influences on my relationships	5.2 Show how the media (including social media) could influence my relationships with others, positively or negatively		<ul style="list-style-type: none"> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Mental wellbeing</b> e</li> <li>• <b>Intimate relationships</b> a &amp; b</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	5.3 Identify relationship skills that are helpful for me to know and practise		
	5.4 Identify signs of coercive control in a relationship		
	5.5 Describe how people can get support if they are in controlling relationships		
6. Understand factors that can make an intimate relationship happy and healthy	6.1 Describe the human sexual response including sexual attraction		<ul style="list-style-type: none"> <li>• <b>Families</b> a, b, c, d, e &amp; g</li> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; g</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Intimate relationships</b> a, b, d, e, j, k &amp; i</li> <li>• <b>Internet safety</b> a &amp; b</li> </ul>
	6.2 List things people can do to help an intimate relationship with another person be positive		
	6.3 Identify behaviours that can make an intimate relationship unhealthy or harmful		
	6.4 Identify where I can access support and help if I am concerned about a relationship issue		



<b>Unit summary</b>	By the end of this unit, I will understand my own sense of identity and know how to build my resilience, and physical and mental health in order to be safe, develop healthy relationships, cope positively with change, assess and manage risk, and plan for my successful future.
<b>Guided learning hours</b>	36
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
1. Understand how the choices I make and the risks I take impact on my health and relationships	1.1 Differentiate between the influences that could impact positively and negatively on self identity		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Respectful relationships</b> a, d &amp; f</li> <li>• <b>Online and media</b> a</li> <li>• <b>Mental wellbeing</b> b &amp; e</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Intimate relationships</b> a, b, d &amp; k</li> <li>• <b>Drugs, alcohol and tobacco</b> c</li> </ul>
	1.2 Discuss the links between a person's self-esteem and risky behaviour choices		
	1.3 Apply my knowledge about risk to suggest ways to keep myself safe		
2. Understand how prejudice, discrimination and bullying can arise and how	2.1 Discuss how prejudice or discrimination may lead to bullying or violence		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> a, b, c, d, e, f &amp; h</li> <li>• <b>Online and media</b> a &amp; d</li> <li>• <b>Mental wellbeing</b> a, b &amp; e</li> <li>• <b>Being safe</b> a</li> <li>• <b>Internet safety</b> b</li> </ul>
	2.2 Differentiate between behaviours that are bullying and those that are not		

these can affect mental health	2.3 Explain how someone could get help if they were being bullied through the Internet or social media		
	2.4 Describe the links between either discrimination or bullying and mental ill-health		
3. Understand my own mental health and how to recognise signs of mental ill-health in myself and others	3.1 Explain how body image and mental health are linked		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> a, b &amp; d</li> <li>• <b>Online and media</b> a, b, c, d &amp; h</li> <li>• <b>Mental wellbeing</b> a, b, c, d &amp; e</li> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Physical health</b> b</li> <li>• <b>Healthy eating</b> a</li> </ul>
	3.2 Explain why it is important to be discerning as a media consumer		
	3.3 Describe examples of mental illhealth		
	3.4 Give an example of how people can plan for their healthy future		
4. Understand how substances can affect wellbeing	4.1 Explain ways that I can look after my body to help prevent disease/promote good health		<ul style="list-style-type: none"> <li>• <b>Intimate relationships</b> k</li> <li>• <b>Mental wellbeing</b> a, d &amp; e</li> <li>• <b>Physical health</b> b</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c, d, e &amp; f</li> <li>• <b>Health and prevention</b> b</li> <li>• <b>Basic first aid</b> b</li> </ul>
	4.2 Assess the various risks in scenarios involving different substances		
	4.3 Explain some of the laws relating to substance use and misuse		
	4.4 Explain how mental health problems and substance misuse are linked		
	4.5 Demonstrate how to respond in an emergency situation requiring first aid		
5. Understand that respect and	5.1 Discuss the choices people have when considering starting a sexual relationship		<ul style="list-style-type: none"> <li>• <b>Families</b> b, f &amp; g</li> <li>• <b>Respectful relationships</b> a, b &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> </ul>

choice underpin healthy intimate relationships	5.2 Describe the purpose of the law on sexual consent		<ul style="list-style-type: none"> <li>• <b>Intimate relationships</b> a, b, c, d, e, f, i, j &amp; l</li> <li>• <b>Health and prevention</b> a</li> <li>• <b>Changing adolescent body</b> a</li> </ul>
	5.3 Explain how people can keep themselves safe within an intimate/sexual relationship		
6. Understand how change can affect mental health	6.1 Describe scenarios in which people develop resilience to cope with emotionally challenging situations		<ul style="list-style-type: none"> <li>• <b>Mental wellbeing</b> a, c &amp; e</li> <li>• <b>Health and prevention</b> e</li> </ul>
	6.2 Identify skills that help me manage change positively		
	6.3 Explain ways people can get help with mental health problems		

Unit 04 Relationships, Sex and Health Education (Year 10) (M/617/6622)



<b>Unit summary</b>	By the end of this unit, I will understand how change (eg in society and families) and health and equality issues can affect people and relationships. I will understand what contributes to a healthy relationship, about sexual health and social influences (including pornography and social media), and will have considered family and parenting relationships and my goals for the future.
<b>Guided learning hours</b>	36
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
1. Understand how to be safe in my online and offline relationships	1.1 Describe scenarios in which online activity could lead to risk and harm 1.2 Assess factors that make behaviour safer or less safe online and offline 1.3 Describe the steps I can take to keep myself and others safe online and offline		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Mental wellbeing</b> e</li> </ul>
2. Understand how equality and inequality can affect relationships	2.1 Define what equality means in the UK 2.2 Explain how being treated unequally can affect a person's physical and mental wellbeing 2.3 Describe ways that some people campaign for equality		<ul style="list-style-type: none"> <li>• <b>Respectful relationships</b> c, d, e, f, g &amp; h</li> <li>• <b>Being safe</b> a</li> </ul>
3. Understand how relationships and being part of a community can support people	3.1 Describe how relationships can support people in achieving their goals 3.2 Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient 3.3 Demonstrate how my understanding of physical health can help me plan a successful future		<ul style="list-style-type: none"> <li>• <b>Families</b> a &amp; b</li> <li>• <b>Respectful relationships</b> e</li> <li>• <b>Mental wellbeing</b> a, b &amp; f</li> <li>• <b>Physical health</b> a</li> </ul>

4. Understand how to take responsibility for my health and for preventing future health problems	4.1 Explain a range of threats to health and how these can be prevented		<ul style="list-style-type: none"> <li>• <b>Mental wellbeing</b> c, e &amp; f</li> <li>• <b>Physical health</b> a, b &amp; c</li> <li>• <b>Healthy eating</b> a</li> <li>• <b>Drugs, alcohol and tobacco</b> c, e &amp; f</li> <li>• <b>Health and prevention</b> a &amp; c</li> </ul>
	4.2 Explain how I could enhance my own physical health		
	4.3 Explain how people can maintain good sexual health once they become sexually active		
5. Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing	5.1 Compare the benefits and challenges of different types of longterm relationships, including marriage		<ul style="list-style-type: none"> <li>• <b>Intimate relationships</b> a, c, d &amp; e</li> <li>• <b>Families</b> a, c, d &amp; e</li> <li>• <b>Online and media</b> f</li> <li>• <b>Mental wellbeing</b> b</li> </ul>
	5.2 Assess whether all healthy relationships need some kind of love involved in them		
	5.3 Explain how the media portrayal of relationships can affect people's expectations of their own relationships		
6. Understand that change can feel positive and negative	6.1 Identify changes in society that could affect people's perceptions of relationships		<ul style="list-style-type: none"> <li>• <b>Families</b> b &amp; f</li> <li>• <b>Online and media</b> h</li> <li>• <b>Changing adolescent body</b> b</li> <li>• <b>Respectful relationships</b> a</li> <li>• <b>Intimate relationships</b> e &amp; k</li> <li>• <b>Mental wellbeing</b> a</li> </ul>
	6.2 Reflect on when I have coped positively with change		
	6.3 Explain how changes in families can affect people's relationships in the present and the future		



<b>Unit summary</b>	By the end of this unit, I will be able to think maturely about the nature of intimate relationships and how personal identity is a key factor in shaping the relationships people choose. I will understand sexual and reproductive health, rights and responsibilities and will have considered my future goals.
<b>Guided learning hours</b>	24
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> I will:	<b>Portfolio requirements</b> I can:	<b>Page number &amp; signature</b>	<b>RSE &amp; HE statutory guidance</b>
1. Understand some of the rights and responsibilities that affect me, including preserving life and helping others	1.1 Provide information on key legislation affecting relationships		<ul style="list-style-type: none"> <li>• <b>Internet safety</b> a &amp; b</li> <li>• <b>Being safe</b> a &amp; b</li> <li>• <b>Families</b> c</li> <li>• <b>Basic first aid</b> a, b &amp; c</li> </ul>
	1.2 Explain the law relating to online activity and young people, including law relating to sexually explicit content		
	1.3 Describe how someone could take responsibility in an emergency situation requiring first aid		
2. Understand what I need to do to achieve successful health,	2.1 Plan the steps I need to take to help me achieve my goals		<ul style="list-style-type: none"> <li>• <b>Families</b> b, e, f &amp; g</li> <li>• <b>Online and media</b> g</li> <li>• <b>Intimate relationships</b> k</li> <li>• <b>Drugs, alcohol and tobacco</b> a, b, c &amp; d</li> </ul>
	2.2 Discuss the skills needed to help maintain healthy, happy relationships		

relationships and life goals	2.3 Assess skills which can be developed to make achieving goals more likely		
3. Understand the importance of sexual and reproductive health	3.1 Outline the range of ways people can maintain their sexual and reproductive health		<ul style="list-style-type: none"> <li>• <b>Intimate relationships</b> c, d, e, f, g, h, i, j, k &amp; l</li> <li>• <b>Internet safety</b> a</li> <li>• <b>Online and media</b> e, f &amp; g</li> <li>• <b>Drugs, alcohol and tobacco</b> a, c &amp; e</li> <li>• <b>Health and prevention</b> e</li> </ul>
	3.2 Explain facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy		
	3.3 Describe where to go for confidential advice and help concerning sexual and reproductive health		
4. Understand that relationships are influenced by personal identity	4.1 Discuss some ways a school community could support inclusion and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation		<ul style="list-style-type: none"> <li>• <b>Families</b> g</li> <li>• <b>Internet safety</b> b</li> <li>• <b>Respectful relationships</b> e, f &amp; g</li> <li>• <b>Being safe</b> a &amp; b</li> </ul>
	4.2 Discuss a range of relationship scenarios where there is a power imbalance and how this affects those involved		
	4.3 Discuss how different people consider their readiness for sexual intimacy		

<p><b>KEY STAGE 5</b></p> <p><b>KS5 Learning opportunities in Relationships and Sex Education</b></p>
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*Students learn...*

Relationship values

- R1.** how to articulate their relationship values and to apply them in different types of relationships
- R2.** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- R3.** to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

Forming and maintaining respectful relationships

Consent

- R11.** to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- R12.** to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- R13.** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

Contraception and parenthood

- R14.** to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age

## Appendix 3: Curriculum outcomes

### Relationships and sex education curriculum outcomes

Relationships and Sex Education (RSE): Secondary

#### 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 by the end of secondary:

#### GOLDWYN SCHOOL RSE POLICY INTENDED OUTCOMES

In order to ensure we cover all outcomes across the 11-16 age range would all staff teaching RSE across the centres please tick the appropriate box where the outcomes have been tackled and or achieved. The long-term plan already has the details the current coverage and if this plan is followed then we shall be able to see if there are any gaps, or duplications. These reports should then be discussed at the regular RSE lead meetings and appropriate changes made.

<b>Families:- Pupils should know</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>6th</b>
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.						

<b>Respectful relationships, including friendships:- Pupils should know</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>6th</b>
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.						

<b>Online and media:-</b> Pupils should know	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>6th</b>
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.						

<b>Being safe :-</b> Pupils should know	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>6th</b>
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).						
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<b>Intimate and sexual relationships, including sexual health:- Pupils should know</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>6th</b>
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship						
That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.						
The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.						
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.						
That they have a choice to delay sex or to enjoy intimacy without sex.						
The facts about the full range of contraceptive choices, efficacy and options available						
The facts around pregnancy including miscarriage						
That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).						
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.						
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.						
How the use of alcohol and drugs can lead to risky sexual behaviour						
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment						