

# **Bede Academy**



## **Relationship and Sex Education and Health Education Policy**

This section of the document should be read in conjunction with the Emmanuel Schools Foundation's policy on [Relationship and Sex Education](#) and the statutory guidance that can be found [here](#).

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## **Part B - Bede Academy Programme:**

This section outlines where and how RSE content is included in the curriculum at Bede Academy. Bede Academy is an all through school and this policy refers to both Bede South and Bede North, the Primary and Secondary schools respectively.

At Bede Academy 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. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Where there are topics that are not covered through the curriculum (primarily in Science, Child Development, PTE, Tutor Reflections and Assemblies) whole year-group sessions are arranged, as part of a Personal Development curriculum and delivered by a team of internal staff at Bede North and by class teachers at Bede South. The staff delivering the sessions will do so from a Christian faith perspective, but also respectfully acknowledging other perspectives and views. Students are taught the facts and law about relationships and sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive manner that enables them to make their own knowledgeable and educated choices with regards to friendships, relationships and sex. Our aim is to present facts and promote wisdom that encourages students to understand the benefits of healthy relationships, recognise unhealthy ones and appreciate the value of waiting. We also welcome external experts to deliver material such as consent and the law during arranged drop-down RSE days in Personal Development week, as well as through Personal Development teaching sessions. ‘

Through our Personal Development programme, which includes weekly lessons at primary and timetabled PD lessons at secondary (sometimes in a whole year group lecture), we deliberately cultivate an education of character that is underpinned by our Christian ethos. At the heart of our ethos is the concept of ‘imago dei’, with the view that all are ‘infinitely precious, gifted for a purpose and morally responsible’. The Personal Development curriculum, through which RSE is partly delivered, is, therefore, a crucial part of the overall education of character through which we seek to develop wisdom, courage, self-control and the ability to resist peer pressure. We seek to instill in all our students how to make their own, well-informed choices with wisdom. We determine wisdom as the sensible and mature application of factual knowledge, in order that maximum benefit to mental, physical and spiritual health can be accomplished. We deliver the RSE programme in a non judgemental, factual way that allows scope for students to ask questions regarding relationships and sex education in a safe, respectful environment. Our students are taught the applicable law on a range of topics so that they are clear on their rights and responsibilities as citizens. We use the framework of “Head, Heart, Hands”, so that students are challenged to respond to the taught content through formulating their own viewpoint and acting on their learning in the way that they then conduct themselves.

Parents and carers have the right to request that their child be excused/withdrawn from some or all of sex education (but not Relationships and Health Education) delivered as part of statutory RSE. Any requests can be made up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, we would seek to arrange to provide the child with sex education during one of those terms. Parental requests to withdraw their child from sex education must be made in writing to the Principal. This request will then be discussed with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process is the same for pupils with SEND.

## **Bede South**

**In the Early Years and Primary Years**, students learn about character and building positive relationships through the academy virtues: love, wisdom, fairness, self-control, courage, humility and integrity. Students learn that they are made in the image of God and that they and their peers and family members are infinitely precious and should be treated as such. Through the academy's character programme students learn about the importance of transforming their community through using their gifts for a purpose and being morally responsible. There is a specific focus on friendships and relationships, staying safe, differences and similarities and responsibilities within a community. Lessons are delivered through the Jigsaw PSHE programme and adapted to align with our Christian ethos. The PSHE curriculum is delivered through six units:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me.

For a full description of the programme see the progression document in Appendix 3.

### **Early Years:**

#### **Being Me in my World**

The children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.

#### **Celebrating Difference**

Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

#### **Dreams and Goals**

The children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

#### **Healthy Me**

Children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.

#### **Relationships**

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

## **Changing Me**

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

## **Primary Years:**

### **Year 1:**

#### **Being Me in my World**

The children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.

#### **Celebrating Difference**

The children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.

#### **Dreams and Goals**

The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

#### **Healthy Me**

The children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.

#### **Relationships**

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

## **Changing Me**

Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

## **Year 2:**

### **Being Me in my World**

The children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

### **Celebrating Difference**

The children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

### **Dreams and Goals**

The children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.

### **Healthy Me**

The children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.

### **Relationships**

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

### **Changing Me**

Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

## **Year 3:**

### **Being Me in my World**

The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences,

working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others.

### **Celebrating Difference**

The children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.

### **Dreams and Goals**

The children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.

### **Healthy Me**

The children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.

### **Relationships**

Children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.

Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.

### **Changing Me**

This unit involves learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

### **Year 4:**

Students will be taught the following objectives:

### **Being Me in my World**

The children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.

### **Celebrating Difference**

The children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

### **Dreams and Goals**

The children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

### **Healthy Me**

The children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.

### **Relationships**

Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.

### **Changing Me**

In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

## **Year 5:**

### **Being Me in my World**

The children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the

country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it.

### **Celebrating Difference**

The children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.

### **Dreams and Goals**

The children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

### **Healthy Me**

The children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.

### **Relationships**

Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMART internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.

### **Changing Me**

The children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.



## Year 6:

### Being Me in my World

The children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it.

### Celebrating Difference

The children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

### Dreams and Goals

The children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.

### Healthy Me

The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

### Relationships

The children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

### Changing Me

The children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

## **Bede North: Secondary Years:**

### **Year 7:**

In year 7 students consider what human beings are and the influences on us as we grow up, how to appreciate, establish and build healthy relationships in all areas of life. There is a focus on building and maintaining healthy relationships and the impact of breakdown in relationships. Be the 'best you can be', linked to the core virtues provide a significant character challenge, complemented by strong encouragement to participate in a significant range of character broadening activities such as team sports, house competitions, educational visits; helping develop team spirit, care for one another, and a servant hearted focus based on the school vision that everyone is 'infinitely-precious.' There is also a strong emphasis on charitable giving, and putting others before oneself, providing foundational principles for positive relationships, where there is an emphasis on empathy.

In the **RSE** strand of **Personal Development (Value your Wellbeing)** students consider friendships and self-esteem in **tutor-led sessions**. In **friendships** students explore features of healthy relationships, growing healthy relationships with our friends, recognising characteristics of unhealthy relationships and identifying when relationships are not right and understand how such situations can be managed. The topics of peer pressure, "flaming" / online behaviours, communicating with strangers/grooming and the concept of self-generated images is also covered. In (Personal Development) PD, students consider the basis of friendship and issues of bullying, including cyber-bullying. They consider the importance of the Core Virtues in relationships and the consequences of acting without consideration of others.

In **the sessions on friendship**, students explore the meaning of self-esteem and the variety of types, discuss the influence of surroundings, family, friends and the media on our self-esteem. They examine how altered images effect body image and how this can impact self-esteem, explore statistics, facts and personal stories on eating disorders. They also look at what the Bible teaches us about self-esteem, reflect upon students' own achievements and ambitions, examine the uniqueness of the human body, explore the change of the ideal body image in the media over time and evaluate how Christians find their sense of value and self-esteem through what the Bible teaches.

In **Bullying sessions**, (students explore bullying and the many different forms of bullying. This features discussions on why people may become a victim of bullying or a become a bully, statistics and information on psychological research on both bullies and their victims and analysis of the long-term effects of bullying for both bullies and their victims. Students goes on to explore cyberbullying including statistics on cyber bullying, personal stories on being a victim of bullying, exploration of internet trolling and what the Bible teaches us about bullying.

In **ICT** students explore the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict. Students consider cyberbullying and e-safety including learning about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders to report bullying, and how and where to get help

In **Science** students study the topic: **human reproduction**. Students gain a knowledge of the biological mechanism of sexual reproduction in humans and the physical changes that take place during puberty and menopause. Curriculum subject matter includes gametes and fertilisation; the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones); gestation and birth including **understanding of conception and the early formation/development of a foetus**; the effect of maternal lifestyle on the foetus through the placenta.

In **PTE** students study Identity and the Image of God (Imago Dei). Students gain knowledge of the Christian belief that all humans are created in the image of God and no human is created without the hand and purpose of God. This then impacts on belief about self and belief about others. Teaching reflects the Academy's vision and core values in relation to intrinsic human worth and the idea of being 'infinitely precious (imago dei). This provides consideration towards how we should regard others. Students evaluate the differences this can make when we form relationships: families, friendships and even the relationship with our enemies. Students will explore companionship, family and breakdown in relationship (through Adam & Eve); reconciliation and blessing others (through the life of Abraham); issues of family and justice (through Moses, the nature of relationships, forgiveness and atonement (through Jesus, Judaism, the temple and salvation).

In **History** students consider the impact of historical events within the context of family. In a unit of work studying the Norman Conquest and Medieval Britain students reflect on conflict within family units. In a unit of work exploring

Anglo-Saxon life students consider the impact of this on family life and in exploration of Kings and Barons students explore the feudal system and Magna Carta and the impact of this on understanding individual rights and liberties.

In **MFL** students learn how to describe themselves and their own personality traits. This is extended to include discussion about the character traits which student's value and explore the basis of good character and friendship.

In **English** students explore ideas around family relationships through the study of both Shakespeare and Coraline. Within these texts we discuss ideas around identity, relationships and the role of the individual in society.

**Cultural Reading Programme** delivered in DEAR time:

'The Foreshadowing' explores the complex nature of family set in the backdrop of war.

'My Friend the Enemy' explores an unlikely friendship where the main character overcomes prejudice and develops a wider understanding of what makes a good friend.

### **Year 8:**

In Year 8 students build upon the principles learnt in Year 7 and further **develop application** of these principles in their lives and relationships. The focus contributes to the Character Curriculum in terms of wisdom and integrity, allowing students to explore the character attributes needed to apply these principles to their lives and how to make wise decisions in the future, concerning ethical decisions around sex and relationships.

In **PTE** students study Love, Drugs and War. Building on the understanding of Imago Dei developed in Year 7, students consider marriage and sex from a range of worldview perspectives. Students explore the Biblical foundation for heterosexual marriage as well as alternative views and relationship types including cohabitation, civil partnerships and same-sex marriage. They also look at parenting and reflect on their own family situation, discussing and exploring the many different models of family.

Students also explore relationships in terms of how to improve the lives of others (through exploring their own purpose), family loyalty and adoptive relationships (through Esther), friendship, marriage and infidelity (through the history of King David). The impact of sexting, and of drugs and alcohol on individual and family relationships is also explored.

In the **RSE Personal Development (RSE)** curriculum there is:

An introduction to adult relationships through:

- Exploration of beauty and the challenge of cultural pressures on body-image and self-esteem
- Understanding of the importance of commitment in intimate relationships.
- Understanding of why someone might take a naked selfie, why it might get shared, and what impact and consequences this could have for them, in order to help them make mature and safe choices in future. This further explores the issue of consent.
- Understanding of the issues around sharing intimate pictures online; including trust, privacy and responsibility as well as the criminal charges and severe penalties that these offenses carry.. Peer and media pressure: are we always being told the truth or is there, at times, some kind of distortion? How can we view these media sources and apply it to become wise and integrous?
- Examination of the importance of the way we speak about other people (when they are present and when they are absent), particularly building on skills of integrity and accountability.
- Finding wise ways to deal with and be a courageous citizen and not a passive bystander when the casual use of sexualised terms, homophobic comments, or other forms of bullying are witnessed. Attention is given to the zero-tolerance approach towards bullying at Bede, the importance of boundaries and advice on what to do if something is concerning us (personally or in relation to a friend), with signposting of outside agencies included.

Issues of bullying are expanded to encompass elements of sexualised harrassment and misogynistic and homophobic prejudice and discrimination. In **History** students consider the impact of divorce whilst exploring the life of Henry VIII. Issues of equality and identity are explored in a unit of work built around the slave trade. This includes the impact of

families being separated. Students go on to explore how the roles of men and women changed during the first World War.

In **Geography** students consider the impact of globalisation in China through the lens of equality.

In **English** students study the concept of displacement in the text, 'Boy 87' and the impact of society, government and conflict has on individual relationships. Through this text, students learn to be more empathetic and aware of geopolitical issues that directly affect them in the 21<sup>st</sup> century.

Students study, 'Romeo and Juliet' where we tentatively explore mature themes such as; teenage relationships, gang violence and suicide. Through this module, students are encouraged to reflect these ideas through the core virtues and their own personal character development.

**Cultural Reading Programme** delivered in DEAR time:

'Ghost Boys' explores ideas around BLM and the effects of prejudice on family relationships and wider society.

'The Secret Garden' explores ideas around social class, injustice and additional needs and how these can be a barrier to having a healthy relationship.

In **years 9, 10 and 11** students consider the issues relating to sexual relationships in greater depth, including: the facts concerning reproductive health, sexually transmitted infections, HIV/AIDS, and we signpost students to where they can access confidential help and advice. Students learn about contraceptive choices and the issues relating to the nature of sex. We help students to understand the reasons and benefits of delaying sexual activity until marriage and support them regarding having safe, fulfilling and healthy sexual relationships at the appropriate time, including a deeper understanding of the age of consent. Students consider how to live well considering the pressures of the modern world, including pornography and online safety. We affirm the value and importance of Christian marriage (as defined in Part A) as the right context for sexual relationships. Within our curriculum we will acknowledge the importance of balanced debate between a range of views held by Christians as well as those expressed within our increasingly secular society. This occurs within our curriculum where a range of different views are respectfully considered.

### Year 9:

In the **Personal Development RSE** curriculum students explore Sex and Relationships and Internet Safety in more depth than in year 8 covering:

Pornography: dangers and decisions:

- Exploration of the commodification of sex and the objectification of others.
- Explanation of what pornography is and how it is harmful, the physical and emotional effects on the body and mind.
- The law around pornography.
- 
- An exploration of how to think about and respond to the sexualisation of society (and the increased sexualisation of children).
- Explanation of how human trafficking links to the pornography industry.
- Dealing with misconceptions of what sex is and how it is sometimes portrayed through the media and internet.
- What is the law in the UK about sexual activity?
- An in-depth exploration of consent, the law surrounding this, [and the consequences for victim and perpetrator, with expert-led workshops delivered by a retired Detective Sergeant from Durham Safeguarding police](#)
- Looking at the nuclear family and Christian marriage and considering alternative relationships to heterosexual marriage, including same-sex marriage, civil partnerships and LGBTQ+.

Understanding human sexuality and the reasons and benefits of delaying sexual activity until marriage as well as an understanding of consent (including the age of consent) in order to ensure a safe, fulfilling and healthy sexual relationships.

- Issues surrounding pornography online are considered. Students consider the dangers of addiction, unrealistic expectations, unnatural desires and abusive relationships. They also consider revenge pornography and blackmail.

Throughout the RSE focus this year, (students explore influences and pressures from peers and partners. They ask questions such as “Do we respect ourselves and ask others to respect our choices? “. This continues with further exploration of how the media and the internet portray sex and relationships and how this compares with real life. Students explore what the Bible teaches us about sex and committed relationships and how to make healthy and positive choices about sex and relationships.

**In PTE** in Year 9 students begin looking outwards and explore how they can stand up for the poor and speak out against injustice. This includes exploring care for others, and responses to bullying and fraud (through Amos). Students spend time considering the causes of the Holocaust and again the emphasis is on the need to treat one another with dignity and respect

**In ICT** students revisit cyberbullying and in doing so they consider their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. They explore 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. Students learn not to provide material to others that they would not want shared further and not to share personal material which is sent to them and how what to do and where to get support to report material or manage issues online.

**In History** students explore the role of women through society, looking closely at the suffragette movement and the role of women inside and outside the family. Continued exploration of the Second World War explores tension in the relationships between countries and the effects of this on family life. The latter part of the year is spent studying civil rights and then exploring the Holocaust, both with a strong emphasis on equality.

**In MFL** students look at relationships and family, they discuss role models, who they get on with and what makes a good friend.

**In English** students study ‘Of Mice and Men’ where they explore social injustice, gender roles and racism. Within this they discuss and explore the impact of language change and its place within society. Students learn about misogyny and misandry and how this affects the course of someone’s life.

In term two, students gain an understanding of the importance of diversity in all forums. This is explored through ideas around toxic masculinity and our core text ‘Billy Elliot’. Through this module, students to formulate their own personal views around gender and sexuality.

**Cultural Reading Programme** delivered in DEAR time:

‘The Outsiders’ explores ideas around gang violence and the ways relationships can be limited within society as a whole. The novel guides the reader to move beyond prejudice and see the individual rather than their economic status.

Similarly, ‘Noughts and Crosses’ explores gang violence, which, in this instance, is manifested through racial prejudice.

‘Kestrel for a Knave’ explores the family dynamics, the absence of a father figure and loneliness in impoverished communities.

**Year 10:**

- In **Biology** students study the topics of infection and response and homeostasis. The infection and response topic introduce students to concepts relating to communicable disease; this includes the transmission, prevention and treatment of the sexually transmitted infections HIV and Gonorrhoea. In the homeostasis topic students study the role of the female reproductive hormones, including their use in both fertility treatment and contraception. Students would also be required to develop skill in

evaluating associated personal and social implications, making decisions based on the evaluation of evidence and arguments.

In **English** students study Charles Dickens' classic novella, 'A Christmas Carol'; the Gothic tale of redemption take them on a journey through Dickensian London exploring the moral character of its citizens, in particular Scrooge and his relationship with society. Within the novella they study the theme of philanthropy and family, with the core message of redemption and servant leadership at its heart.

In 'Macbeth' students explore their personal frailties and how a lack of humility and compassion can destroy relationships. This is reflected on society in Jacobean times and traced through a modern day perspective, when exploring suicide and violence within relationships.

**Cultural Reading Programme** delivered in DEAR time:

'Tamar' explores relationships, and respecting the individual's choice in deciding who will become their life partner.

'Lord of the Flies' explores the nature of friendships, toxic masculinity and the conflict between societal structures and the individual's needs.

**In Personal Development RSE** students consider:

#### **Reproductive Health and Sexuality:**

- Discussion of the importance of respect and equality regarding different sexual orientations and gender identity.
- Understanding of the facts, perspectives and diversity of different expressions of sexuality, including LGBTQ+
- Facts about reproductive health, including fertility.
- Female genital mutilation (FGM) and the law surrounding this.
- The emotional and physical impact of FGM and what to do if you suspect this is happening.
- Potential impact lifestyle on fertility for men and women and menopause.
- Facts around pregnancy and information on the choices available in relation to pregnancy, including miscarriage.
- What are sexually transmitted infections (including HIV/AIDS) and how they are transmitted
- The prevalence of some STIs, the impact that they can have on those who contract them and the key facts about treatment.
- Importance of and facts about testing for STIs and how to get further confidential advice.

#### **Contraception and Abortion:**

- Describe the advantages of abstinence and self-control. Discussion of a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Explanation of what contraception is and what different methods are there and what different ideas exist about when it is right to use it - Science
- Types of contraception: artificial contraception, emergency contraception, natural family planning or natural contraception and their efficacy.
- Arguments about the use of contraception; What is abortion? What methods are used?
- What are the different views on abortion?
- What is the morning after-pill; how does it work? What are the moral issues surrounding it?
- Students will explore the benefits of delaying sex, statistics on teenage pregnancy, STIs and abortion and finally how we can find a sense of value and great self-esteem through what the Bible teaches.

#### **Positive Relationships : 1**

- An exploration of positive relationships including the examination of what values are expected in platonic and romantic relationships
- A discussion on what each student would do in several scenarios relating to the topic matter
- An analysis of what psychologists say we all need to feel secure
- The exploration of the definition of love
- The examination of the effects of the media in our romantic relationships
- Statistics and facts on self-esteem

The GCSE Religious Studies begins at the end of Year 9 and continues through to Year 11. Relevant topics covered throughout the course are:

**Islam:**

- Five Pillars
- Prayer with consideration given to Community
- Charity – Care for others – Family/friends/neighbours/strangers
- Fasting – corporate nature of sharing/encouraging friends/family - abstinence from sex – self-control.
- Islam Festivals are discussed with a focus on the corporate nature of sharing with family/friends/neighbours/strangers.

- **Christianity:**

- Trinity- Relationship/Community/Parenthood. Crucifixion- Love- relationships- fault and responsibility.
- Salvation- relationship- forgiveness and atonement. Worship/Prayer/Pilgrimage/Festivals/Church in Community/Persecution/Poverty - encouragement/support of friends/family/neighbour/stranger.
- Ethics and Life- Value of Life - Abortion- sex/friendship/family – impacts on self/friends/family. Euthanasia- friendship/family – impacts on self/friends/family
- Ethics and Conflict/Peace- Relationships - Forgiveness/Reconciliation
- Ethics and Conflict/Peace- Conflict – causes – greed/self-defence/defence of others
- Ethics and Conflict/Peace- Pacifism – care for others – violence and impact
- Ethics and Conflict/Peace- Care for victims – care for others – violence and impact

## Year 11:

### PTE

Mark's Gospel:

- Jesus Relationship with others- sick/poor/vulnerable
- Friendship – Disciples and Discipleship
- Love – Jesus crucifixion – example love for God and others
- Friendship – forgiveness - Jesus atonement & reconciliation – Peter's forgiveness

In **Personal Development RSE** considers:

### **Marriage, Sex and the Law:**

- Understanding of what marriage is, the nature of it and the legal rights and responsibilities it carries in England, including facts about marriage and civil partnership for same-sex couples.
- The importance of marriage for society and how the law applies to other long-term relationships (eg. cohabitation).
- Understanding of the importance of Christian marriage as the right context for sexual relationships.
- What *is* sexual consent and what is *not*.
- Explanation of the law about the age of sexual consent, the fact that it applies regardless of sexual orientation or gender.
- The definition of sex in law and recognition of rape, sexual harassment and assault.
- Definition of sexual exploitation and example news stories/case studies.
- Laws surrounding the sharing of pictures, videos and other material using technology.

### **Abuse:**

- An exploration of abuse and the many different forms including emotional abuse, self-harm, alcohol abuse and eating disorders
- Discussions on what influences our behaviour and why people may become a victim of abuse
- Statistics and information on relating subjects
- Analysis of the long-term effects of abuse
- Examination of its dangers and effects
- Personal stories on being a victim of emotional abuse, suicide and alcohol abuse
- What the Bible teaches us about abuse
- Evaluation on how Christians find their comfort, self-esteem and value from what the Bible teach

**MFL GCSE** - friendship, family and relationship is a unit. Included in the this is whether they plan to get married and what their views are, so we discuss the pros and cons. The students also have to discuss what family life is like, and who they get on with. They also say what they would look for in a future partner; considering marriage and civil partnerships.

In **English** students study 'An Inspector Calls' where the notion of responsibility is at the heart of the play. In this module, students explore mature themes around abortion, suicide, sexual assault and the impact of this on the individual and the wider community. Students are encouraged to develop personal responses to support their understanding of author's intent and how this message can be seen in contemporary society.

**Cultural Reading Programme** delivered in DEAR time:

Students re-visit Charles Dickens' classic novella, 'A Christmas Carol', the Gothic tale of redemption which explores the moral character of Victorian society and its citizens, in particular Scrooge and his relationship with society. Within the novella we study the theme of philanthropy and family, with the core message of redemption and servant leadership at its heart.

'1984' explores issues around relationships, misogyny, violence and the individual voice against a corrupt system.



**Internet Safety workshops** focus on: self-baiting (when people actively seek to be abused online), Online dating and the dangers surrounding it, Catfishing and Grooming and inappropriate/abusive relationships.

Students undertake a series of workshops on **consent**, the law surrounding this, [and the consequences for victim and perpetrator](#), with expert-led workshops delivered by a retired Detective Sergeant from Durham Safeguarding police. This builds upon the learning in y9.

## **Sixth Form:**

- In **Personal Development RSE** students will consider the following Democracy
- Freedom of Speech
- Tolerance and intolerance
- Cohabitation and Marriage
- Dignity and Human Value

Their sessions will cover a range of pertinent issues covering relationships, including lust, pornography and healthy relationships.

- An exploration of the meaning of love and lust
- What does the Bible teach us about love?
- Discussions on the influence of the media
- A look at the ratings of movies and how we can become desensitised
- Exploration of the effects of the book Fifty Shades of Grey
- Statistics, facts and personal stories on consent, with expert-led consent workshops delivered by a retired Detective Sergeant from Durham police
- Evaluation on how Christians find their sense of value and self-esteem through what the Bible teaches

**A Level History** - the social history of families through the 20th/21st century, and how women's role has changed, what forms families can now take, the rate of divorce.

**A Level English Year 12 Literature:** In this module, students study the genre of tragedy, which explores how a variety of situations across the key texts can be considered “tragic” in several different ways. Students study ‘Othello’, where abusive relationships (both romantic and friendships) and issues of trust are a central part of the play. They also study Death of a Salesman, where notions of family relationships and pressure on individuals to conform are discussed, including infidelity and the effect this can have on family relationships. Students also study a selection of poems by the Romantic poet John Keats, where problematic relationships are explored, including depictions of coercion, sexual assault, and idealisation. On all texts, students are invited to explore their own opinions and feelings on complex issues and the impact of these issues in wider society.

**Language:** In this course, students will consider complex issues surrounding the usage of language in society, which can include notions of gender roles, identity and shifting attitudes. Students will be exposed to a range of texts from a variety of viewpoints and opinions.

**A Level English Year 13 Literature:** In this module, students study the genre of crime writing, which explores how a variety of situations across the key texts cross boundaries, whether it be legal, moral, or personal. The impact these transgressions have on the characters and the wider society of the texts is then explored further, and students are encouraged to present and discuss their opinions on these complex topics. Students study Hamlet, where themes of abusive relationships (both romantic and family relationships) are explored, as well as mature concepts such as suicide, vengeance, and mental health. A collection of poetry is studied relating to crime, in which a number of unhealthy relationships are explored including scenes of sexual violence and toxic relationships, and the effect this can have on an individual’s mental welfare. Students also study Atonement, which deals with complex emotional relationships stemming from a sexual assault, and the fallout from this incident across many years.

**Language:** In the second year of this course, students will consider complex issues surrounding the usage of language in society, which can include notions of gender roles, identity and shifting attitudes. Students will be exposed to a range of texts from a variety of viewpoints and opinions, and be required to explore the consequences of the usage of harmful language, e.g. gendered language relating to sex.

## **Whole School:**

In addition to the specific RSE teaching, there is a host of whole School Initiatives that support positive relationships. The culture of Bede Academy is that of an all through school, which takes a holistic view of education from the age of

3 through to 18. There is a clear underlying vision that every child is ‘infinitely precious’, ‘gifted for a purpose’ and ‘morally responsible’. This is played out effectively in the day to day life of the school as evidenced by the Section 48 report (see link below).

### Year 7-13 Assembly Programme and Tutor Reflection Programme

In assembly, tutor groups choose to present on one of several selected themes. With the support of tutors, students research their assembly, discuss and agree key messages (the list below being a relevant sample of what students are encouraged to consider and then present to their house.)

Theme	Title
Self-worth	Beautiful inside out
Self-worth	Why does no-one understand me?
Contentment	I can't get no satisfaction!
Friendship	What makes a good friend?
True Friends	Good friends are hard to find!
Identity	Who am I?
Frivolous	Is there more to life than sex, drugs and rock and roll?
Cheating	Cheating isn't that bad!

The following also highlight the holistic approach towards supporting student development in terms of positive relationships, with a constant reminder to students of support provided and how to access that support:

- School Vision and Core Virtues – with a range of relevant themes related to relationships, self-worth, identity, respecting others. ([Section 48 Report](#))
- House events, Sports Teams, the DofE award and a plethora of Educational visits along with a careers programme, PIXL Edge and a Sixth Form servant leadership programme promote personal development that is supportive of the community and positive relationships.
- Student Support Groups and Student Voice – student council, Rock Solid, Girls’ Network ([See report](#)), new Boys’ Network, provide individual support, complementing the support given by tutors, the pastoral and the welfare teams.
- Pupil Premium – support initiatives – peer mentoring
- Pastoral Care and Welfare support Anti-Bullying policy, Behaviour and Discipline Policy, Rewards and Awards, PREVENT, Equality support, School of Sanctuary
- Beyond School Support – Community and Church Links, with many outside speakers broadening the impact of the key messages regarding the importance of healthy and positive relationships.
- Charity Focus – understanding other cultures
- Holocaust Day
- External Student Support (North)
  - Escape – support for Adverse Childhood Experiences including sexual exploitation concerns
  - Early Help Team – Threshold based assessment of families at high risk requiring multi-agency support.
  - NECOP – Universities partnership to increase access to higher education and raise aspiration
  - Princes Trust – Aspiration building programme designed to increase engagement in education
  - Junction 42 Co-authoring bespoke programme to address self-identity to increase engagement in education
  - NUFC / YOLO – support for students at risk of criminal behaviour / poor choices
  - School Health – support for sexual health as well as general health needs
  - The Police VRU (Violence Reduction Unit) - including support for victims and potential perpetrators of sexual violence

- NEYFC – Excel course to address self-identity and increase engagement in education
- SORTED – Local Authority run support for students with drug or alcohol involvement
- Girls’ Network – Mentoring programme to raise aspiration and provide mentoring support for girls in years 9 and 10
- Boys’ Network - Mentoring programme to raise aspiration and provide mentoring support for boys in years 9 and 10
- Mosaic – Therapeutic specialist support for victims of sexual assault

APPENDIX 1: Summary of year-by-year Healthy Relationships teaching in PD

Year group	Focus		Content		
Year 13	RESPECT	FUTURE FAMILY RELATIONSHIPS	SAFETY: Managing Real Life Risk	RELATIONSHIPS: Real Life: Raising Children	
Year 12	SELF-RESPECT & RESPECT FOR OTHERS	SOCIAL RELATIONSHIPS	RELATIONSHIPS: Real Life Issues & Approaches	RELATIONSHIPS: Respect in All Relationships - communication for wellbeing	RELATIONSHIPS: C
Year 11	SELF-RESPECT & RESPECT FOR OTHERS	INTIMATE RELATIONSHIPS	RELATIONSHIPS: RISK: Abuse in Relationships	RELATIONSHIPS: Consent	RELATIONSHIPS: Relationship Che
Year 10	SELF-RESPECT & RESPECT FOR OTHERS	INTIMATE RELATIONSHIPS	RELATIONSHIPS: Healthy & Unhealthy Sexual Behaviour	RELATIONSHIPS: FAMILY LIFE: Contraception Pregnancy Abortion	RELATIONSHIPS: Relationship che
Year 9	SELF-RESPECT & RESPECT FOR OTHERS	PERSONAL RELATIONSHIPS	RELATIONSHIPS: Coercive Control	RELATIONSHIPS: Respect in Intimate Relationships inc. Pornography	RELATIONSHIPS: Life & Protect Characteristic
Year 8	SELF-ESTEEM	ONLINE RELATIONSHIPS	RELATIONSHIPS: Appropriate Conduct	E-SAFETY: Malicious Communications (Police Ed team)	E-SAFETY: Inappro Image Sharing (Po team)
Year 7	SELF-ESTEEM	FRIENDSHIPS	True Identity: Identity Iceberg	RELATIONSHIPS: Healthy Friendships	RELATIONSHIPS: Bullying

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

## APPENDIX 2: Relationships and Sex Education Guidance in the UK

The Emmanuel Schools Foundation's sex education policy was approved by ESF directors in July 2017. The following guidance was consulted in devising the policy:

**Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools, *Departing for Education*, Nov 2014**

[http://c4m.org.uk/downloads/DfE\\_EducationRegulations\\_IndependentSchoolsGuidance\\_HIGHLIGHTED.pdf](http://c4m.org.uk/downloads/DfE_EducationRegulations_IndependentSchoolsGuidance_HIGHLIGHTED.pdf).

**The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Equality and Human Rights Commission, 2014:

[https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4\\_schools\\_24-03-14.pdf](https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4_schools_24-03-14.pdf).

**Sex and Relationship Education Guidance**, DfEE, Jul 2000:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

**The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities**, Department for Education, May 2014:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## Key Points

### 1. Obligations upon all maintained schools

*“The governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.*

*“The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—*

*(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and*

*(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.”<sup>1</sup>*

### 2. Obligations upon schools with a religious character

*“Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way.”<sup>2</sup>*

*“No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.*

*Subject to the above, nothing in the Act affects the rights of schools with a religious character to continue to teach about marriage according to their religious doctrines or ethos. Any views expressed about marriage of same sex couples, by governors, teachers, other school staff, parents and pupils, may reflect the religious ethos of the school.*

*Governors, teachers and non-teaching staff in schools, parents and pupils, are free to hold their own religious or philosophical beliefs about marriage of same sex couples.”<sup>3</sup>*

*“ Parents will continue to have a right to withdraw their children from sex education. Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive*

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<sup>1</sup> Section 403, **Education Act 1996**: <http://www.legislation.gov.uk/ukpga/1996/56/section/403>

<sup>2</sup> **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Equality and Human Rights Commission Guidance, 2014, p.5  
[https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4\\_schools\\_24-03-14.pdf](https://www.equalityhumanrights.com/sites/default/files/gd.13.103-4_schools_24-03-14.pdf)

<sup>3</sup> **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Op.Cit., p.2,3

*to the needs of the local community; and, as now, faith schools will continue to be able to teach in accordance with the tenets of their faith.”<sup>4</sup>*

*“38% of teenage pregnancies ended in abortion in 1998 – almost 39,000 abortions. There are strongly held views and religious beliefs about abortion and some schools will apply a particular religious ethos through their sex and relationship education policy to the issue which will enable pupils to consider the moral and personal dilemmas involved. The religious convictions of pupils and their parents should be respected.”<sup>5</sup>*

*The standard does not mean, for example, that schools must promote alternative lifestyles or same sex marriage. Rather, it requires respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.<sup>6</sup>*

### **3. Obligations upon individual teachers**

*“Teachers, other school staff, governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society.*

*Individuals are free to express positive or negative views about marriage of same sex couples, depending on the form of words used and the particular context in which they are used. This applies to all forms of communication in public and in the workplace. Individuals who express support for, or opposition to, marriage of same sex couples, in public or in work, should do so in reasonable and moderate terms, to ensure they are mindful of and do not breach the rights and freedoms of others.*

*Where relevant, teachers need to teach the facts about the legal meaning of marriage in England and Wales in a sensitive, reasonable and appropriate way to comply with professional and legal obligations, and school policies and practices. This will include providing accurate factual information about the law when delivering lessons.*

*... Freedom of expression is explicitly protected under the Public Order Act 1986 (POA) provisions concerning the offences of inciting hatred on the grounds of religion or sexual orientation (see Part 3A and sections 29J and 29JA POA). Under the Act, Parliament has further protected the rights of individuals to express their views on marriage of same sex couples through discussion or criticism without facing any criminal sanction under the POA, by inserting a new sub-section into section 29JA. In order to guarantee that simply giving a view on marriage of same sex couples is not caught by the offences of threatening behaviour and hate speech on the grounds of sexual orientation, the new Section 29JA (2) of the POA specifies that: ‘any discussion or criticism of marriage which concerns the sex of the parties to marriage shall not be taken of itself to be threatening or intended to stir up hatred.’<sup>7</sup>*

*“It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.”<sup>8</sup>*

*“Many people’s views on sexual orientation/sexual activity are themselves grounded in religious belief. Some schools with a religious character have concerns that they may be prevented from teaching in line with their religious ethos. Teachers have expressed concerns that they may be subject to legal action if they do not*

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<sup>4</sup> **Justine Greening**, Secretary of State for Education and Minister for Women and Equalities, Sex and Relationships Education: Written statement - HCWS509, 1 Mar 2017: <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2017-03-01/HCWS509/>

<sup>5</sup> **Sex and Relationship Education Guidance**, DfEE, Jul 2000, p.16

<sup>6</sup> **Improving the spiritual, moral, social and cultural (SMSC) development of pupils**: supplementary information Departmental advice for independent schools, academies and free schools November 2014, [http://c4m.org.uk/downloads/DfE\\_EducationRegulations\\_IndependentSchoolsGuidance\\_HIGHLIGHTED.pdf](http://c4m.org.uk/downloads/DfE_EducationRegulations_IndependentSchoolsGuidance_HIGHLIGHTED.pdf) p.10

<sup>7</sup> **The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education**, Op.Cit., p.6,7

<sup>8</sup> **Improving the spiritual, moral, social and cultural (SMSC) development of pupils**, Op.Cit. p.7



*voice positive views on same sex relationships, whether or not this view accords with their faith. There are also concerns that schools with a religious character may teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.*

*Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Sex and Relationships Education (SRE) and Religious Education (RE), then schools should not be acting unlawfully. However, if a school conveyed its belief in a way that involved haranguing, harassing or berating a particular pupil or group of pupils then this would be unacceptable in any circumstances and is likely to constitute unlawful discrimination.*

*Where individual teachers are concerned, having a view about something does not amount to discrimination. So it should not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others.”<sup>9</sup>*

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<sup>9</sup> **The Equality Act 2010 and schools:** Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014, p.22,23:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

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

Please mark this for the attention of the Principal or Head of Primary. This request will then be passed to the relevant curriculum or phase leader to respond to once it has been reviewed.

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

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