



BREDON
SCHOOL

Relationship and Sex Education (RSE) Policy

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Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the ***PSHCE Policy, Equality Policy, The Anti-bullying Policy and the Safeguarding Policy.***

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each student reaches their personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

**Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD
SchoolPro (Online CPD and Data Protection Service)**

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Statement of Intent

At Bredon School, we understand the importance of educating students about well-being, relationships, sex and their health. To facilitate building self-efficacy and making responsible and well-informed decisions about their lives, we aim to help the students develop the capacity to make sound decisions when facing risks, challenges and complex contexts. In addition, by having a high-quality Relationship and Sex Education (RSE) and Personal, Social, Health, Citizenship, Economic (PSHCE) ethos, will lead to the development of student's resilience, to know how and when to ask for help, and to know where to access support.

RSE will supplement the schools PSHCE curriculum. The teaching of RSE is a lifelong learning process which works in collaboration with parents/carers/guardians (caregivers) and school, and helps the students to prepare for adulthood. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students including school and the wider society.

As stated in The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education compulsory for all students receiving primary education** and **Relationships and Sex Education compulsory for all students receiving secondary education**. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE curriculum will be organised, managed and delivered, to ensure it meets the needs of all students.

1. Legislation (Statutory Regulations and Guidance)

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education (DfE, 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- National Curriculum in England: Science Programmes of Study (DfE, 2015)
- Teaching Online Safety in School (DfE, 2019)
- The Education (Independent School Standards) Regulations (2014)
- Children and Social Work Act 2017
- Education Act 2011
- Equality Act 2010

2. Rationale and Ethos

We understand the importance of helping our students prepare to make a positive contribution as citizens in multi-cultural modern Britain. In addition to the core British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, we believe in the importance of kindness, resilience, integrity and curiosity. By embedding these characteristics in our students, we will significantly increase their capacity to lead successful and fulfilling lives.

The school understands that positive and caring relationships are essential for the development of positive self-image and that individuals are in charge of and responsible for their own bodies. We recognise the importance of sharing knowledge about the processes of reproduction and the nature and sexuality of relationships. We also encourage the acquisition of skills, understanding and attitudes which allow students to manage their relationships in a responsible and healthy manner.

We strive to maintain high expectations of all students and are committed to the consistent delivery of inclusive and appropriately challenging learning experiences. Our curriculum is designed to foster interest and enjoyment, promote excellence and address the emotional, academic, aesthetic and physical needs of our diverse community.

Bredon School's overarching RSE aims for our students are:

- To play an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Encourage every student to make a positive contribution to the school and wider community and aims to support each individual as they grow and learn.

- Taught the wider school context and support family commitment and love, respect and affection, knowledge and openness. The term 'family' is a broad concept, it reflects the variety of family structures, and acknowledges and respects different models of family life.
- Be aware of diversity with relationships and sexuality, without promotion of any singular family structure. The important values of love, respect and care for each other are reinforced through RSE.
- Develop awareness and understanding of human sexuality; challenge prejudice including homophobia and sexism, and promote equality and diversity.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on relationship and sexual matters can take place without any stigma or embarrassment.
- To enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
- Avoid being exploited or exploiting others or being pressured into unwanted sex, protected or otherwise.
- Help support the young people throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Including, signposting to sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Taught the different laws surrounding sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.
- Recognise that all caregivers are the key people in teaching their children about sex, relationships and growing up. We work in partnership with caregivers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, such as NSPCC, NHS staff and Health Promotion Specialists/ Advisors.

Relationship and Sex Education at Bredon School covers three main elements:

Attitudes and Values. RSE will support students to:

- Learn the importance of values, individual conscience and moral choices to develop healthy relationships.
- Learn the value of stable and loving relationships.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision-making.
- Challenge myths, misconceptions and assumptions about young people's behaviour.

Personal and Social Skills. RSE will support students to:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices with an absence of prejudice.
- Manage and resolve conflict.
- Feel empowered with the skills to be able to avoid inappropriate pressures or advances.

Knowledge and Understanding. RSE will support students to:

- Learn and understand about physical development and changes that occur at different stages of life.
- Understand sexuality, reproduction, sexual health, emotions and relationships.
- Learn about contraception and a range of local and national sexual health advice, contraception and support services.
- Explore the benefits to be gained from delaying early sex.
- Understand the realities and consequences of unprotected sex and how to avoid unplanned pregnancy and STIs.

3. Roles and Responsibilities

3.1. The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Ensuring clear information is provided for caregivers on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- 3.2. The headmaster is responsible for, and may delegate through the Deputy Head teachers, the overall implementation of this policy:
- Ensuring all staff are suitably trained to deliver the subjects.
 - Ensuring caregivers are fully informed of this policy.
 - Reviewing all requests to withdraw students from non-statutory elements of the RSE curriculum.
 - Discussing withdrawal requests with caregivers, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
 - Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
 - Encouraging caregivers to be involved in consultations regarding the school's RSE curriculum.
 - Reviewing this policy on an annual basis.
 - Report to the governing board on the effectiveness of this policy and the curriculum.
- 3.3. The RSE and PSHCE subject lead is responsible for:
- Overseeing the delivery of RSE.
 - Working closely with colleagues in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate the content covered in national curriculum subjects such as Science, ICT and PE.
 - Ensuring the curriculum is age-appropriate and of high-quality.
 - Reviewing changes to the RSE curriculum and advising on their implementation.
 - Monitoring the teaching and learning of RSE, providing support to staff where necessary.
 - Ensuring the continuity and progression between each year group.
 - Helping to develop colleagues' expertise in the subject.
 - Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
 - Ensuring the school meets its statutory requirements in relation to RSE.
 - Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
 - Organising, providing and monitoring Continued Professional Development (CPD) opportunities in the subject.
 - Ensuring the correct standards are met for recording and assessing student performance.
 - Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headmaster.

3.4. Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and other relevant subjects in a sensitive way, ensuring it is of high-quality and appropriate for each year group.
- Ensuring personal views or beliefs are not expressed when delivering the curriculum. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.
- Liaising with the SENCO team about identifying and responding to the individual needs of students with SEND.
- Liaising with the RSE subject leader about key topics, resources and support for individual students.
- Monitoring student progress in RSE.
- Reporting any concerns regarding the teaching of RSE to the subject lead or a member of the SMT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL or DDSL.
- Responding appropriately to students whose caregivers have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.5. The Director of Learning Development and the SENCOs are responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TA's, SLS teachers, OT and SALT in order to support students' individual needs.
- Overseeing the day-to-day operation of the School's SEND policy.
- Liaising with and advising teaching staff of strategies to aid their teaching of students with SEND.
- Helping staff to identify students with learning support needs.
- Managing the teaching assistants in the School.
- Coordinating provision for students with SEND.

4. Organisation of the RSE Curriculum

- Alongside delivering compulsory PSHE, Bredon School is required to deliver statutory Relationships Education to the Primary school and deliver statutory Relationships and Sex Education to the secondary school.
- As well as teaching PSHCE to students including how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked, for the purpose of this policy, RSE is defined as teaching students about developing healthy, nurturing

relationships of all kinds, helping them to understand human sexuality and to respect themselves and others.

- The RSE curriculum will be developed in consultation with teachers, students, and parents, in alignment with DfE recommendations. In addition, Bredon School has partnered with Life Lessons for KS3/4/5, to support a comprehensive, whole-school approach to teaching PSHE/RSHE. Life Lessons offers a fresh and relevant approach by connecting with students' lives through videos within a spiral curriculum, complemented by lessons, form time activities, and teacher CPD. In the Junior School we follow a Whole-School approach using the Jigsaw Programme. A child-centred, mindful approach to Personal, Social, Health, and Economic (PSHE) education that integrates a variety of subjects: Emotional literacy, Mental health, Spiritual development, Relationships and sex education, Mindfulness, and Social skills. Taught as a whole-school approach. All year groups work on the same theme (Puzzle) at the same time, but at their own level.
- The majority of the RSE will be delivered through the PSHCE curriculum, with statutory elements taught via the science curriculum and through our tutor programme
- The RSE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' regulations.
- The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues, including emotional aspects of development and relationships.
- The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- The RSE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, for example, if there was a local prevalence of specific sexual issues, our curriculum would be tailored to address this topic.

5. RSE subject overview

5.1. Primary School:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

By the end of Primary School:

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

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

	<ul style="list-style-type: none"> • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
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5.2. Health education is taught within the PSHCE curriculum at Bredon School:

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of Primary School:

Mental wellbeing	<p>students should know:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p>students should know:</p> <ul style="list-style-type: none"> ● That for most people the internet is an integral part of life and has many benefits. ● About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● Why social media, some computer games and online gaming, for example, are age restricted. ● That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>students should know:</p> <ul style="list-style-type: none"> ● The characteristics and mental and physical benefits of an active lifestyle. ● The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● The risks associated with an inactive lifestyle (including obesity). ● How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>students should know:</p> <ul style="list-style-type: none"> ● What constitutes a healthy diet (including understanding calories and other nutritional content). ● The principles of planning and preparing a range of healthy meals. ● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>students should know:</p> <ul style="list-style-type: none"> ● The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>students should know:</p> <ul style="list-style-type: none"> ● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	<ul style="list-style-type: none"> • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>students should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>students should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

5.3. Secondary School:

The overall 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.

Bredon School will continue to develop knowledge on topics taught by the Primary Schools as required and in addition, will cover the following content by the end of the student's secondary phase.

By the end of Secondary School:

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

Online and media	<p>students should know:</p> <ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● 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 prison. ● How information and data is generated, collected, shared and used online.
Being safe	<p>students should know:</p> <ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>students should know:</p> <ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

	<ul style="list-style-type: none"> ● 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.
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5.4. Health education is taught within the PHSCE curriculum at Bredon School:

It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. The secondary phase will build on the primary content and will introduce new content to older students at appropriate points. This will enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

By the end of Secondary School:

<p>Mental wellbeing</p>	<p>students should know:</p> <ul style="list-style-type: none"> ● How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● That happiness is linked to being connected to others. ● How to recognise the early signs of mental wellbeing concerns. ● Common types of mental ill health (e.g. anxiety and depression).
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	<ul style="list-style-type: none"> • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>students should know:</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>students should know:</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation
Healthy eating	<p>students should know:</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>students should know:</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks.

	<ul style="list-style-type: none"> • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>students should know:</p> <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>students should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>students should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

6. Curriculum Delivery

6.1. The majority of the RSE curriculum will be delivered through the PSHCE curriculum and during tutor time.

6.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced manner, within a planned scheme of work for both the Primary and Secondary phases (KS3/4/5).
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

6.3. RSE complements several national curriculum subjects such as Science, ICT and PE. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

- 6.4. The RSE curriculum will be delivered by appropriately trained members of staff. CPD will be put in place to ensure effective delivery of the curriculum.
- 6.5. The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.
- 6.6. RSE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment. Teachers will reply to questions from students, sensitively and professionally.
- 6.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 6.8. The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.
- 6.9. All teaching and resources are assessed by the RSE and PHSCE subject lead to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 6.10. Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 6.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 6.12. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 6.13. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Use Policy (AUP).

- 6.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 6.15. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 6.16. The curriculum will be designed to focus on all genders and activities will be planned to ensure everybody is actively involved, matching their different learning styles.
- 6.17. Teachers will focus heavily on the importance of healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 6.18. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 6.19. Teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 6.20. Caregivers will be consulted, and their views will be valued.
- 6.21. The procedure for assessing student progress is outlined in section 8.

7. Curriculum and Pastoral Links

- 7.1. The school seeks opportunities to draw links between RSE, other curriculum subjects and other departments wherever possible to enhance students' learning. RSE will be linked with the following areas:
- **PSHCE** – students learn about British Values (democracy, law, tolerance, individual liberty) respect, diversity and health education (section 5 of this policy). students are also provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of personal finance, rights and responsibilities, how laws are made and upheld and how to make sensible decisions.
 - **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty and contraception (secondary phase).

- **ICT** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older. This includes, but not exclusive to, managing online information, personal data, fraud, fake profiles, copyright and ownership and privacy and security.
- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport, lead healthy, active lives and explore the links with sport and improving mental health.
- **SEND and The Health and Well-being Centre (HWC)** – The SEN department including SALT and OT, and the HWC will work with students to address issues and topics such as anxiety management, emotional welfare, emotional regulation, self-esteem and social skills (friendship issues, etc.).

8. Assessment

- 8.1. The school has the same expectations of the quality of students' work in RSE, as for other curriculum areas.
- 8.2. Lessons are planned to provide suitable challenges to students of all abilities.
- 8.3. Assessments are used to identify where students need extra support or intervention.
- 8.4. There are no formal examinations for RSE, however, to assess student outcomes, the school will capture progress through formative and summative assessments.

9. Working with Caregivers

- 9.1. Bredon School understands that the role of the caregiver in the development of their children's understanding about relationships, sex and health is vitally important.
- 9.2. The school will work with caregivers when planning and delivering the content of the school's RSE curriculum.
- 9.3. When in consultation with caregivers, the school will provide:
 - The curriculum content, including what will be taught and when.
 - Information about the caregivers right to withdraw their child from non-statutory elements of RSE curriculum.
- 9.4. Caregivers will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE.

- 9.5. The school understands that the teaching of some aspects of the curriculum may be of concern to caregivers.
- 9.6. If Caregivers have concerns regarding the RSE curriculum, they may submit these via email to:
 - Primary School – dicksons@bredonschool.co.uk
 - Secondary and Sixth Form - morrisk@bredonschool.co.uk
 - Alternatively, caregivers can contact the school reception to arrange a meeting with Mrs S Dickson or Mrs Morris on 01684 293156.
- 9.7. Caregivers will be regularly consulted on the curriculum content and the curriculum will be planned in conjunction with the caregivers' views.

10. Caregivers Right to Withdraw

As stated in The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations:

- 10.1. Caregivers do not have a right to withdraw their child from the relationships or health elements of the curriculum.
- 10.2. The Headmaster will automatically grant a request from the caregiver to withdraw a student from sex education delivered in primary schools, other than as part of the science curriculum.
- 10.3. In secondary school, caregivers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, before granting any such request the head teacher may discuss with caregivers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded from the lessons, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- 10.4. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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.
- 10.5. All discussions with caregivers will be documented. These records will be kept securely in line with the school's GDPR Policy.

- 10.6. This process is the same for students with SEND. However, there may be exceptional circumstances where the head teacher may want to take a student's specific needs arising from their SEND into account when making this decision.
- 10.7. If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

11. Working with External Agencies

- 11.1. Working with external agencies can enhance our delivery of RSE, and brings in specialist knowledge and different ways of engaging students.
- 11.2. From time-to-time, outside subject experts may be invited in to assist with the delivery of the RSE curriculum and will be expected to deliver quality provision, compatible with our curriculum. All visitors will be expected to comply with this policy.
- 11.3. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- 11.4. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- 11.5. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Safeguarding Policy.
- 11.6. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- 11.7. The credentials of the external professionals will be checked prior to the commencement of work.

12. Safeguarding and Confidentiality

- 12.1. All students will be taught about keeping themselves safe, including both on and offline, as part of a broad and balanced curriculum.
- 12.2. It is important to maintain confidentiality within the classroom when teaching RSE. Teachers are expected to respect the confidentiality of

their students as far as is possible, in compliance with the school's safeguarding policy.

12.3. The teacher will outline the lesson expectations pertaining to confidentiality and maintain a safe and trusted environment where students can confidently share their thoughts and views, without fear of prejudice or judgement.

12.4. Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL or DDSL will be alerted immediately.

12.5. students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

13. Equality and Accessibility

13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against those with protective characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

13.2. The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

13.3. The school understands that students with SEND are entitled to learn about RSE, and the curriculum will be designed to be inclusive of all students.

13.4. The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the Director of Learning Development and / or the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

13.5. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

13.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all genders, and provide a safe environment to do so.

13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes, and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and dealt with promptly.

13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour and safeguarding policies, respectfully.

14. Staff Training

14.1. To ensure staff are current with their knowledge and understanding regarding the curriculum, training/updates will be provided by the RSE and PHSCE subject lead to the relevant members of staff on a termly basis.

14.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

14.3. Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

15. Monitoring and Review

15.1. The RSE and PHSCE subject lead is responsible for monitoring the quality of teaching and learning for the subject.

15.2. On a termly basis, the RSE and subject lead will ensure the teaching and learning is current and adequate, which will include a mixture of the following:

- Self-evaluations through departmental meetings
- Lesson observations/learning walks
- Work scrutiny

- 15.3. The RSE and PHSCE subject lead will create annual subject reports for the Headmaster and governing board to report on the quality of the subjects.
- 15.4. The RSE and PHSCE subject lead will work regularly and consistently with the Deputy Head Academic and Deputy Head (Pastoral and Safeguarding), through having regular review meetings, to evaluate the effectiveness of the subjects and implement any necessary changes.
- 15.5. This policy will be reviewed by the Headmaster and the board of governors on an annual basis.
- 15.6. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headmaster.
- 15.7. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, caregivers and students, involved in the RSE curriculum.
- 15.8. The next scheduled review date for this policy is shown on the top of this document

APPENDIX A: RSE and Health Element of PHSCE Curriculum Map - Primary School – KS2

Our Whole-school approach, using Jigsaw, covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school year; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Michaelmas 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Michaelmas 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Lent 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Lent 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Trinity 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Trinity 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

These explicit lessons are reinforced and enhanced in many ways: Assemblies, praise and reward system, through relationships child to child, adult to child and adult to adult across the school and in our school behaviour policy. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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
Ages 5-6	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
Ages 6-7	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 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
Ages 7-8	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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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 and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting 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
Ages 9-10	Planning the year ahead 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 Materials 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 and vaping 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 SMARRT 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
Ages 10-11	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
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

APPENDIX B: RSE and Health Element of PHSCE Curriculum Map - Secondary School – KS3 & 4

	Autumn 1*	Autumn 2*	Spring 1	Spring 2*	Summer 1*	Summer 2*
Year 7	Transition to Secondary School: To include independence, friendships, behaviour and safe mobile phone use.	Identities: To include exploring similarities and differences. Community: To include Exploring communities, bullying and being a bystander to bullying	Body Awareness: To include Reproductive systems, sex, body care, self image, puberty and periods.	Body Awareness: To include sexual awareness, sexuality privacy, consent, FGM and forced marriage	Becoming independent: To include First Aid, fire safety, personal safety, personal hygiene, healthy eating and sleep patterns.	Becoming Independent: To include: Evaluating influences. Rights and Responsibilities: To include

	Autumn 1*	Autumn 2*	Spring 1	Spring 2	Summer 1*	Summer 2*
Year 8	Skills for learning: To include good listening, respectful conversation and managing distractions Relationships: To include introduction to personal and family relationships	Relationships: to include maintaining healthy relationships, healthy friendships, romantic relationships, physical intimacy, unhealthy relationships, boundaries and respect.	Relationships: To include relationships and intimacy online and an introduction to contraception Wellbeing: To include rights, Online safety, grooming dangers of the media and pornography.	Wellbeing: To include body image, physical and mental health and substance misuse.	Unifrog	Democracy and Elections

	Autumn 1	Autumn 2*	Spring 1	Spring 2	Summer 1*	Summer 2*
Year 9	<p>Transition: To include life change, study skills, mental health and self harm.</p> <p>Identity: to include peer pressure, knife crime and discrimination.</p>	<p>Becoming independent: To include personal safety (drugs and alcohol), online safety, healthy choices and peer pressure.</p>	<p>Community: to include racism, sexual violence and harrasment.</p>	<p>Body awareness: To include body image, puberty, periods (including period poverty, developing sexuality and readiness for sex.</p>	<p>Body Awareness: To include contraception, consent and sexual health.</p>	<p>Unifrog:</p>

	Autumn 1*	Autumn 2*	Spring 1	Spring 2*	Summer 1*	Summer 2*
Year 10	<p>World of Work: To include</p>	<p>Relationships: To include marriage and civil partnerships, parenthood, family relationships, abusive relationships</p>	<p>Relationships: To include sexual violence, sexual decisions, foetal development and pregnancy (including abortion).</p> <p>Wellbeing: To include rights and online safety</p>	<p>Wellbeing: to include media, gangs, discrimination, extremism, mental health, substance abuse.</p>	<p>Independence: To include First Aid, cosmetic surgery, medical choices and creating influence.</p>	<p>Money Management: To include.</p>

	Autumn 1*	Autumn 2*	Spring 1*	Spring 2*	Summer 1*	Summer 2*
Year 11	<p>Transition: To include self worth and adulthood.</p> <p>Identity: To include mental health, and gender</p>	<p>Body Awareness: To include stress, motivation and body image (including pornography).</p>	<p>Body Awareness: To include Parenthood, fertility, sexual readiness, consent and sexual health.</p>	<p>Exam readiness</p>		

	Community: To include diversity, stereotypes relationships and grief.					
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Life Lessons Curriculum Map overview.

APPENDIX C: RSE and Health Element of PSHCE Curriculum Map – 6th Form – KS5

	Autumn 1*	Autumn 2*	Spring 1*	Spring 2*	Summer 1*	Summer 2*
Year 12	Living in the Wider World including Digital Resilience.	Healthy Relationships including coercive and controlling behaviour / stalking.	Relationships contd to include Living in a diverse society. Health and Well being to include keeping safe abroad when travelling.	Health and Well being to include sexual health, drugs, alcohol and spiking	Health and Well being to include: pressure and assertiveness	Coursework and revision for resits

	Autumn 1*	Autumn 2*	Spring 1*	Spring 2*	Summer 1*	Summer 2*
Year 13	Living in the wider World to include employment, responsibilities and harassment.	Living in the Wider World to include budgeting, finance and payslips	Relationships to include consent, toxic relationships and imbalance of power	Health and well being to include body image, pressure to conform and STIs revisited	Revision	Revision

APPENDIX D: Caregiver Letter

Letter to Parents Regarding Relationships and Sex Education (RSE) and Personal, Social, Health, Economic (PSHE) Education

**Bredon School
Bushley
Worcestershire
GL20 6AH**

Date:

RE: RSE and PSHCE at Bredon School

Dear Parent/Carer/Guardian,

As stated by the Government, in The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education compulsory for all students receiving primary education** and **Relationships and Sex Education compulsory for all students receiving secondary education**. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

At Bredon School, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about relationships and sex.

The details of what will be taught to the various year groups is detailed in the school's RSE Policy, which can be accessed on our website, or in hard copy from the Headmaster's PA.

For those students in the primary school, the Headmaster will automatically grant a request from the caregiver to withdraw a student from sex education, other than as part of the science curriculum.

You have the right to request that your child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before your child turns 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms. However, before granting any such request the head teacher may discuss with you the benefits of receiving this important education and any detrimental effects that withdrawal might have on your child. This could include any social and emotional effects of being excluded from the lessons, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Requests for withdrawal should be submitted in writing to Mr Oldham (Headmaster), who will discuss this with you and your child's teacher, and determine an appropriate course of action.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either ourselves or your child's class teacher to discuss the matter further.

Yours sincerely,

Mrs K Morris
PSHCE Head of Department - Secondary Phase
Mr J Stafford
Head of Sharp House

APPENDIX E: Caregiver Right to Withdraw from Sex Education Components of the RSE Curriculum (Primary School)

TO BE COMPLETED BY THE CAREGIVER			
Name of the Child		Form	
Name of the Caregiver		Date	
Reason for withdrawing from sex education within the RSE curriculum:			
Any other information you would like the school to consider:			
Caregiver signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with the caregivers	
Headmaster signature	
Date	

References

- [Teaching Online Safety in School \(DfE, 2019\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE\)](#)
- [KCSIE \(DfE, 2024\)](#)
- [Jigsaw RSE - A Guide for Parents and Carers \(Primary Phase\)](#)
- [Jigsaw RSE - Curriculum Map \(Primary Phase\)](#)
- [Life Lessons - Secondary Phase and Sixth Form](#)
- [Programme of Study for PSHE Education \(PSHE Association, 2020\)](#)