

Urmston Grammar

Relationship & Sex Education (RSE) Policy (Year 7-11)



Approved by:	Full Governing Body
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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, giving them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Urmston Grammar is built on the key principles of **pride**, **participation**, and **empathy**. We recognise the role of RSE in supporting students to take pride in themselves and others, to participate in actions safely and with a good understanding of risk, and to show empathy to others, both within the community and beyond.

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 24 of the ['Children and social work act 2017'](#)

In teaching RSE, we are required by our funding arrangements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education act 1996](#).

We also have regard for legal duties set out in:

- Section 404 to 407 of the [Education act 1996](#)
- Part 6, chapter 1 of the [Equality act 2010](#)
- The public sector equality duty (PSED) (as set out in section 149 of the [Equality act 2010](#)). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Urmston Grammar, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – The policy was set out based on all relevant guidance and information available by the school's pastoral lead
2. Staff consultation – All school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – Parents/carers and other interested parties were invited to share feedback about the policy. Where required this was followed by meeting with relevant stakeholders to discuss further.
4. Student consultation – We investigated what student's views were about RSE
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

4 Definition

For the purpose of this policy:

- RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity
- RSE involves a combination of sharing information, and exploring issues and values
- RSE does not set out to promote sexual activity

5 Curriculum

Our RSE curriculum is set out in Appendices 1 and 2, but we may have cause to adapt it when necessary.

We have developed the curriculum in consultation with parents/carers, students, and staff, taking into account age, developmental stage and needs (Such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't subsequently need to seek answers online.

A sample of materials from each year group are included at the end of this policy, additionally, all curriculum materials can be made available to view by parents/carers on request.

6 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religious Education (RE).

The school will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- 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

In Primary school, students will have focused more on relationship education, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind friendships
- Online safety and awareness
- Being safe

Students should also have received sex education on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

At Urmston Grammar, as a secondary school, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. This includes:

- Families
- Respectful relationships. Including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE curriculum will be delivered by form tutors as these have the potential to foster a safe environment where students can talk openly about sensitive issues. Training for form tutors is provided and there are regular check ins through the year to help prepare them for work about to be completed, and debrief on work already completed. Throughout they have access to our PSHE coordinator who is able to support them in delivery of complex and sensitive information.

Teachers will ensure that students understand the importance of equality and respect, and learn about the law related to protected characteristics, as set out in the [Equality act 2010](#), by the end of their secondary education. The curriculum is designed to focus on students of all gender identities and expressions, and activities will be included to make sure that all are able to be actively involved.

Throughout each cohort, appropriate material will be used to assist learning. This may include:

- Diagrams
- Videos
- Books
- Games
- Discussions
- Practical activities

Teachers will ensure that student's views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will ask questions with sensitivity and honesty. The content will also be set out to ensure it is age appropriate for the students in class. There will also be consideration for those with additional needs, for example those students classified as SEND

The programme aims to focus on boys as much as girls and activities will be included to ensure all are able to engage.

Resources are reviewed and adapted as appropriate by our PSHE coordinator. Before delivery of work, pastoral teams review the work to identify any challenging areas that they need support to prepare for. There is also a debrief after completion of teaching a

cohort, where feedback can be shared. This feedback can then feed forward into changes and adaptations to lesson structure and resources for future years.

The school will consult with parents/carers prior to delivery of the RSE curriculum. Their views will be valued and welcomed. Future planning will be considerate of these thoughts and feelings in relation to RSE topics.

Assessment of RSE will largely be formative assessment, with checking for understanding within the structure of the lessons. There are no formal assessments completed as part of the school's RSE programme.

It is important that's secondary students know the law about certain topics covered in RSE, particularly in relation to law and young people. This will help students to identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage – including forced marriage and civil partnerships
- Consent – including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'Virginity testing' and hymenoplasty
- Sexual abuse, harassment, and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image/information sharing (including sexual imagery, youth-produced sexual imagery, AI generated sexual imagery and deep-fakes). Students should understand the law about online sexual harassment and online sexual abuse (including grooming, sextortion and upskirting)
- Pornography
- Abortion
- Protected characteristics
- Age of criminal responsibility

For more information about our RSE curriculum, please see appendices 1 and 2

We may sometimes amend our curriculum to respond to needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents/carers of any deviation from our publish policy in advance and will share access to any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (for example, families can include single parent households, same sex parents, families headed by grandparents, adoptive parents, and foster carers, as examples).

There will also be consideration to ensure sensitive reflection that some students may have a different structure of support around them (examples include looked-after children, kinship carers and young carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 inclusivity

We will teach topics in a manner that will

- Consider how a diverse range of students will relate to them
- Is sensitive to students' experiences
- During lessons, students will be made to feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate given the age and maturity of students
- Are evidence based and contain robust statistics and facts
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to student's experiences and won't provoke distress

We will make sure that when we consult with parents/carers, we provide examples of the resources the school plans to use.

7 Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased in line with our legal duties around political impartiality. We will:

- Make appropriate checks and engage with external agencies to ensure their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age appropriate
 - Are in line with the student's developmental stage
 - Comply with:
 - This policy
 - The [Teacher's standards](#)
 - The [Equality act 2010](#)
 - The [Human rights act 1998](#)
 - The [Education act 1996](#)
- Only work with external agencies where we have full confidence in the agency, it's approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcomes of the relevant part of the curriculum
- Review any case-study material and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials the agency may use
- Know the named individuals who will be there and follow safeguarding procedures as with any other visitors
- Conduct a basic online search and address anything that may be of concern to us or parents/carers
- Check the agency's protocol for taking pictures or using any personal data they may get from a session
- Remind teachers that they can say 'no' and in extreme cases, halt a session
- Make sure that a teacher is in the room with any external speakers
- Inform all external organisations that the school is legally obliged to allow all content to be seen by parents/carers
- Share access to all external materials with parents/carers on request

We will not, under any circumstances:

- Work with an external agency that takes or promotes extreme political positions
- Use materials provided by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents/carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing access to all resources with parents/carers and for managing requests to withdraw students from non-statutory components of RSE

8.3 Staff

Staff are responsible for:

- Delivering PSE in a way that is sensitive, high quality and appropriate for each group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia, and stereotypes
- Reporting any safeguarding concerns or disclosures that students may make as a result of subject content to the DSL or a member of the DDSL team

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Chloe Crouch is the Urmston Grammar RSE coordinator and works with the pastoral teams to preview and review content on a regular basis.

8.4 Students

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

9. Parent/Carer right to withdraw

Parents/Carers have the right to request to withdraw their child from the non-statutory components of sex-education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex-education rather than being withdrawn, the school will arrange this.

Requests for withdrawal must be made in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of any withdrawal request will be placed on the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action. The Headteacher will act accordingly and provide parents/carers with a decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the headteacher can refuse a request to withdraw the student from sex-education.

Alternative schoolwork will be given to student's who are withdrawn from sex-education.

10. Training

Staff are trained on delivery of PSHE as part of their induction and it is included in our continuing professional development programme. Review and preview of RSE work completed is a standing item in all pastoral meetings.

The Headteacher will also invite visitors from outside school, such as school nurses or sexual health professionals, to provide support and training to support staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Chloe Crouch (PSHE coordinator) with support from the wider pastoral team and SLT.

Monitoring includes work scrutiny and learning walks. Student development is monitored in RSE by class teachers as part of internal formative assessment systems.

This policy will be reviewed by the DSL every two years. At every review, the policy will be approved by the governing board

Appendix 1: RSE curriculum map

Overview of RSE curriculum by year group and where in the year it is covered to be included here.

Year Group	RSE Content
7	Health and wellbeing – Puberty and Body Development Healthy routines, influences on health, puberty, unwanted contact, and FGM. Relationships – Friends, Respect and Relationships Self-worth, romance and friendships (including online) and relationship boundaries.
8	Celebrating Diversity and Inequality –Celebrating differences Gender identity, sexual orientation and discrimination in all its forms. Identities, Relationships and Sex Education Healthy relationships, dealing with conflict, sexual orientation, gender identity and introduction to contraception.
9	Relationships – The law and consent Sexual consent and the law, FGM, STIS, pleasure and masturbation. Relationships – Contraception and STI's Relationships and sex education including consent, contraception and the risks of STIs.
10	Warnings, relationships and sex education FGM, pornography, domestic abuse and violence, sexual assault and rape.
11	Sexual health unit Responsible health choices, assertive communication (including in relation to contraception and sexual health), relationship challenges, STI's and abuse.

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

Topic	Students should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation, and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships. Including friendships	<ul style="list-style-type: none"> • About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship

	<p>groups, and skills. Students should understand what it means to be treated with respect by others</p> <ul style="list-style-type: none"> • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps students can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Students should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
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<p>Online safety and awareness</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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Students should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images, or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable
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	<p>content that encourages misogyny, violence, or use of weapons</p> <ul style="list-style-type: none"> • Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared, and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	<ul style="list-style-type: none"> • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting, and understanding pressure in relationships from peers or

	<p>others, including sexual pressure, and how to avoid putting pressure on others</p> <ul style="list-style-type: none"> • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community, or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic, or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted, and repeated behaviours can be criminal, and where to get help if needed
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	<ul style="list-style-type: none"> • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful <p>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</p>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy, and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Students should be given medically and legally accurate and 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)

	<ul style="list-style-type: none"> • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms <p>How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</p>
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Appendix 3: sample resources

Please note that all materials are available to review on request

Year 7

Place the following activities in the correct column

Wash face	Cleanse your face	Floss your teeth	Change bed sheets	Brush teeth
Wash genitals	Cut toe nails	Wash feet	Wash hair	
Wash clothes	Wash hands	Wear clean underwear	Wash armpits	

More Than Once A Day	Every Day	Every Other Day	Every Week	Every Two Weeks	
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THE LAW EXPLAINED

KEY ASPECTS OF THE LAW

“Consent is an agreement which is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement”

Task

Which three words are the most important part of this definition?

Task

When have you given consent to someone to do something?

As you get older and possibly get intimate with someone why is it important for young people to understand what the definition of consent is?

2 Minutes

TIMELINE ACTIVITY

Match the key word with its correct meaning

Ovulation	A smaller pad for when your period is light	A
Pre-menstrual Syndrome	The mucus the cervix produces to keep the vagina clean	B
Discharge	The 'monthly blues' feeling just before your period begins	C
Fallopian Tube	Where the eggs travel from the ovaries to the uterus	D
Panty Liner	When the egg is released from the ovary	E

Healthy Relationship or Not?

THE HEALTH CALCULATOR

1

Your partner buys you lots of gym wear for your birthday because they want you to lose weight



2

Partner one wants to have sex. Partner two says they're not ready, but after talking about it, gives in and has sex, even though they didn't really want to.



NO

MAYBE

YES

TASK

Work out if each scenario is Green (Healthy) Amber (Somewhat healthy) or Red (Completely unhealthy) (Click below for colour to appear)

3

A couple has an agreement that they won't put passwords on their mobile devices and they will connect each others social media account to both their phone and their partners phone.



4

Two people have been together for twelve months, and things haven't been going so well. One person decides to stop taking contraception without informing the other



5

A girl notices her younger girlfriend is getting a lot of attention from a few different people in her friendship group. She goes up to each of them separately and warns them to

SORTING ACTIVITY

Match the key word with its correct meaning

Asexual

Bisexual

Pansexual

Queer

Attraction to a gender that is different from your own E.G male attracted to female

A

Not limited in sexual choice with regard to biological sex, gender, or gender identity

B

Attracted to two or more genders. E.g. A woman is attracted to both men and other women

C

Attraction to your own gender. E.g. the terms gay or lesbian might be used.

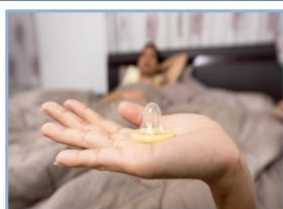
D

A lack of sexual attraction to others

E

Umbrella term reclaimed by some LGBTQ+ communities. Only these people can use it as to many it is still an offensive term.

F



Condom – Barrier method



Contraceptive Pill



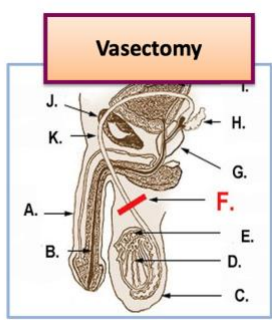
Contraceptive Ring



IUD or Coil

Some forms of contraception

Implant



Vasectomy

Review Questions

- Q1. Which of these use hormones
- Q2. Which can men use?
- Q3. Which protect against STI's?

WHAT IS AND IS NOT CONSENT?

What do you think counts as someone giving consent and when do you think something does not count as consent?



HAS CONSENT BEEN GIVEN IN EACH SCENARIO?

If a person says yes and means it, has consent been given?



If a person says yes after feeling pressured, has consent been given?



If a person shrugs, has consent been given?



If a person is silent, has consent been given?



Three Parts to Consent

- 1) A person willingly agrees to have sex or engage in sexual activity.
- 2) A person is capable to make their own decision to have sex or engage in sexual activity.
- 3) A person is free to make their own decisions to have sex or engage in sexual activity

TASK

Green (Safe): Consent has been given (remember it can be withdrawn at any moment)
 Amber (Unsafe) I'm not sure if consent has been given
 Red (Completely unsafe) Consent has definitely not been given

Contraception

QUIZ!

ROUND 1

IDENTIFY THE CONTRACEPTION METHOD

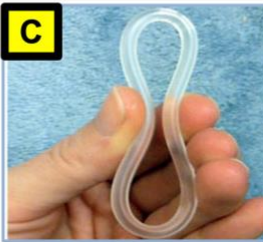
A



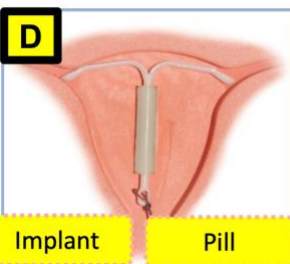
B



C

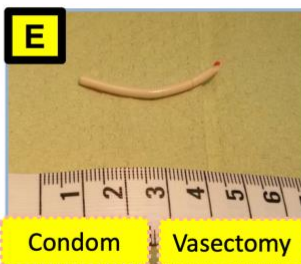


D



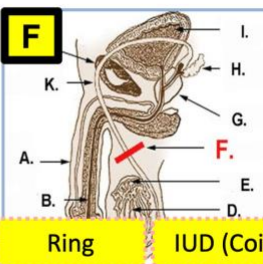
Implant

E



Condom

F



IUD (Coil)

Vasectomy

Ring

Pill

HOW CAN YOU RESPOND TO SOMEONE REQUESTING A SEXT MESSAGE FROM YOU

Did you know?
Sexting is seen as a very risky behavior that can hurt teens' self-esteem and leave them susceptible to revenge porn—the sharing of explicit images without permission

Task
Are some responses to a sext better than others?

5 ways to respond

- ✓ E.G Ignore the message
- ✓
- ✓
- ✓
- ✓

5 specific 'text responses you could send'

- ✓
- ✓
- ✓
- ✓
- ✓

FOR – Acceptable behaviour in a healthy relationship

TASK
Work out if each scenario is
Green (Safe)
Amber (A Little Unsafe)
Red (Completely Unsafe)
(Click below for colours to appear)

Did you know?
Sexual assault is about power, not sex and the victim should never feel guilty or blame themselves for the assault

1 Your partner is not a good cook and expects you to do the cooking and they will do the washing up

2 Your partner is interested in where you are going and what time to expect you home

3 Your partner convinces you to do things by saying 'if you love me you will do it'

4 Your partner can be intimidating and aggressive when you have a falling out

5 Your partner keeps small secrets from you because they don't want to hurt you

6 Your partner threatens to leave you if you don't change your behaviour towards them

NO
MAYBE
YES

CREATIVE CURRICULUM Lesson title: Honour Based Violence

What comes to mind when you think of the term 'HONOUR'?

What comes to mind when you think of the term 'DISHONOUR'?

Dictionary Definition: Honour

What is our view about honour and respect?

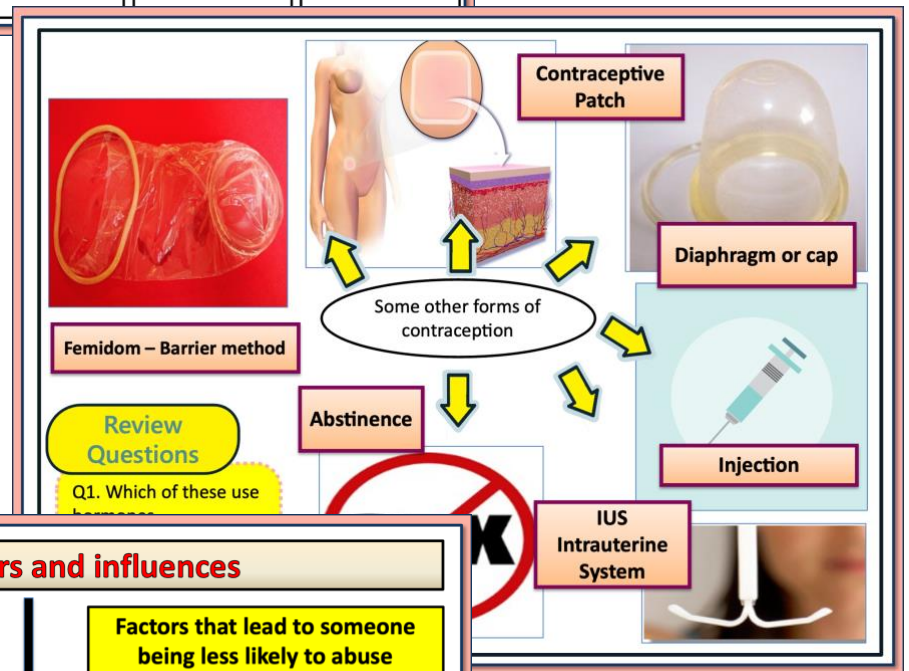
Women and men in the UK are treated equally in the UK	Women and men in the UK are treated equally in the UK	A woman can bring dishonour to her family by sleeping around	A woman can bring dishonour to her family by getting bad grades
Sexual rights should be established as human rights	Daughters should be given as much freedoms as sons	Women are objectified in the UK by men	Women are listened to as much as men
Daughters should do what their fathers say	Forced Marriages are OK		

TASK
Green (Agree)
Amber (not sure - Mixed view)
Red (Disagree)

Video Reflection – What do you learn from the video clip? (Information, Statistics, advice, risks)

Year 11

STI's and Risk				
LOW TO NO RISK		MEDIUM RISK	HIGH RISK	
Going on a bicycle ride with someone	Sharing towels and underwear	Anal Sex without a condom (or any barrier method)	Mutual masturbation	Kissing and snogging with tongues
Anal sex with a condom	Vaginal sex without a condom (or any barrier method)	Vaginal sex with a condom	Oral Sex without a condom (or any barrier method)	Kissing on the lips
Having a bath with someone	Holding hands	Abstinence	Oral sex using a latex barrier	Solo masturbation



Societal factors and influences				
Factors that lead to someone being more likely to abuse substances like alcohol			Factors that lead to someone being less likely to abuse substances like alcohol	
NOT SURE				
Serious anti-social behaviour	Life traumas not dealt with	Being unsensitive and unkind to people	A caring relationship with at least one adult	Involved in the local community
Strong parental monitoring	Belonging to few or no groups	Family involvement in the lives of the children	Strong family bonds	Lack of support and positive role models
Being in trouble at school (truanting and exclusions)	Clear family rules	Smoking from a young age	Being a member of a gang	Strong support from school – Enjoying school

Appendix 4: Parent/carers form requesting their child's withdrawal from sex education within RSE

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

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