



## **RELATIONSHIP & SEX EDUCATION (RSE) POLICY**

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|----------------------------|----------|
| <b>Date of Last Review</b> | Jun 2021 |
| <b>Date of Next Review</b> | Jun 2022 |
| <b>Review period</b>       | Annually |

***Tayyibah Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## **SCHOOL MISSION STATEMENT**

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

### **Following consultation has taken place in the school:**

- pupil focus groups / school council (*February 2020*)
- questionnaires to parents / carers, any meetings etc. (Parental webinar and questionnaire completed Mar/Apr 2021)
- review of RSE curriculum content with staff and pupils (Ongoing with parent/Staff INSET 4<sup>th</sup> Jan 2021)
- consultation with school governors (*completed*)

### **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in the **Summer term 2021**.

This policy will be reviewed annually by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is **June 2022**.

### **Dissemination**

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's SMS and a copy is available in the school office.

## **DEFINING RELATIONSHIP AND SEX EDUCATION**

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"<sup>1</sup>. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

**PRIMARY RSE:** We will focus 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."<sup>2</sup> This includes the

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe

**SECONDARY RSE:** Our RSE curriculum will, “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”<sup>3</sup>

## **RATIONALE**

Today, I have perfected your religion for you, and have completed My blessing upon you,  
and chosen Islam as Dīn (religion and a way of life) for you

*Al-Quran 5:3*

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of sex in our lives.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in  
Allah and the Last Day and remembers Allah often.

*Al-Quran 33:21*

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted  
standard of character.

*Al-Quran 68:4*

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 25

## VALUES AND VIRTUES

Our programme enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to Allah's command to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### Objectives

To develop the following attitudes and virtues:

- respect for the dignity of every human being.
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- Islam's teaching on relationships and the nature and meaning of **sexual love**;
- Islam's teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;
- **how to manage fertility in a way which is compatible with their stage of**

**life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;**

### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### **EQUALITIES OBLIGATIONS**

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **BROAD CONTENT OF RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Our programme will be primarily built around the resources developed by Association of Muslim Schools (AMS).

### **PROGRAMME / RESOURCES**

Appendices to this policy provide further information about the programme and resources for suggested use.

### **HOW PUPILS LEARNING IN RSE WILL BE ASSESSED HERE**

Using questioning and plenary work during lessons to ensure concepts are understood. Similar to the usual termly assessments, pupils will be assessed on the RSE topics they have learned as part of the broader subject (PSHCE and Islam and Citizenship. Pupils will be given written assessments)

### **PARENTS AND CARERS**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As an Islamic school, we provide the principal means by which the School assists parents and carers in educating their children. Therefore parents/carers

will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

**Parents have *the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE*** Should parents wish to withdraw their children, they are asked to notify the school by contacting the headteacher.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

## **BALANCED CURRICULUM**

Whilst promoting Islamic values and virtues and teaching in accordance with Islamic teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE.

**Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic teaching.**

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the specific relationships and sex education programme lies with (the Spiritual Lead and PSHE teacher and the Senior Management team at TGS).

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Islamic beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Head teacher**

The Head teacher and Executive Head take overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body and parents.

### **PSHE/RSE Co-ordinator**

The co-ordinator with the head teacher and spiritual lead has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Islamic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

## **CHILDREN'S QUESTIONS**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of Islam, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

*(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)*

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

## **CONFIDENTIALITY AND ADVICE**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.



Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

### **MONITORING AND EVALUATION**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

## **APPENDIX 1**

### **BY THE END OF PRIMARY SCHOOL:**

#### **Families and people who care for me: Pupils should know**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships: Pupils should know**

- 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: Pupils should know**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking

### **Online relationships: Pupils should know**

- 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

### **Being safe: Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **BY THE END OF SECONDARY SCHOOL:**

### **Families: Pupils should know**

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships: Pupils should know**

- 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: Pupils should know**

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

### **Being safe: Pupils should know**

- 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: Pupils should know**

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

## APPENDIX 2: AMS PRIMARY RELATIONSHIP EDUCATION LONG TERM OVERVIEW

|   | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---|---|---|--|---|--|--|
|   | <b>Families 01</b><br><br>L1 - Our families and how they make us feel.                                | <b>Caring friendships 09</b><br><br>L2 – Choosing and making friends  | <b>Respectful relationships 016</b><br><br>L3 - Good manners and courtesy.                           | <b>Respectful relationships 017</b><br><br>L4-5 - Respecting each other’s differences.                    | <b>Being Safe 025</b><br><br>L6- Looking after my body and being respectful to others                        | <b>Online relationships 031</b><br><br>L7 - Rules for staying safe online.   |
| 2 | <b>Families 02</b><br><br>L1-2 - How my family cares for me and keeps me safe.                        | <b>Caring friendships 010</b><br><br>L3-4 - How friends make us feel happy and secure                           | <b>Caring friendships 011</b><br><br>L5 - Characteristics of caring friendships                      | <b>Respectful relationships 018</b><br><br>L6 – Self-respect and happiness.                               | <b>Being Safe 026</b><br><br>L7- Boundaries, privacy and secrets in friendships                              | <b>Online relationships 032</b><br><br>L8 - Know that sometimes people pretend to be someone else. Including online.             |
| 3 | <b>Families 03</b><br><br>L1-2 - Love, security and stability in happy family relationship.           | <b>Caring friendships 012</b><br><br>L3-4 – Healthy, positive friendships and how they make us and others feel. | <b>Respectful relationships 019</b><br><br>L5 - Practical steps to support respectful relationships. | <b>Respectful relationships 020</b><br><br>L6-7 - Different types of bullying and the impact of bullying. | <b>Being Safe 027</b><br><br>L8-9 - Persistence in asking for advice and help.                               | <b>Online relationships 033</b><br><br>L10 - Applying the same principles to online relationships as face-to-face relationships. |
| 4 | <b>Families 04</b><br><br>L1-2 – Characteristics of a healthy family including spending time together | <b>Families 05</b><br><br>L3 - Problems in family life and family relationships.                                | <b>Caring friendships 013</b><br><br>L4-5 - Problems in friendships and how to resolve them          | <b>Respectful relationships 021</b><br><br>L6-7 - Responsibilities of bystanders and reporting bullying.  | <b>Being Safe 028</b><br><br>L8-9 - Responding safely and appropriately to unknown adults, including online. | <b>Online relationships 034</b><br><br>L10 - How information and data is shared and used online                                  |
| 5 | <b>Families 06</b><br><br>L1– Dealing with unhappy family   | <b>Caring friendships 014</b><br><br>L2 –What to do when friendships make me                                    | <b>Respectful relationships 022</b><br><br>L3 - Respecting others,                                   | <b>Respectful relationships 023</b><br><br>L4 - What stereotypes  | <b>Being Safe 029</b><br><br>L5-6 - Recognise and report feelings of being                                   | <b>Online relationships 035</b><br><br>L7 - Recognising and reporting risks and  |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | relationships   | unhappy.  | including those in positions of authority.                            | are and the impact of stereotypes.  | unsafe or feeling bad about adults  | harmful content.  |
| 6 | <p><b>Families 07</b></p> <p>L1-2 - Different families and how we respect differences</p> | <p><b>Families 08</b></p> <p>L3-4 - Marriage, including legal perspectives.</p> | <p><b>Caring friendships 015</b></p> <p>L5-6 - Managing conflict.</p> | <p><b>Respectful relationships 024</b></p> <p>L7- Permission seeking and giving in relationships.</p> | <p><b>Being Safe 030</b></p> <p>L8-9 – Getting advice and developing the confidence and vocabulary to report concerns of abuse.</p> | <p><b>Online relationships 036</b></p> <p>L10 - Critically consider online friendships and sources of information</p> |

## AMS SECONDARY RELATIONSHIP EDUCATION LONG TERM OVERVIEW

|   | <b>AUTUMN 1</b>   | <b>AUTUMN 2</b>   | <b>SPRING 1</b>  | <b>SPRING 2</b>  | <b>SUMMER 1</b>  | <b>SUMMER 2</b>  |
|---|---|---|--|--|--|--|
| 7 | <p><b>Families 01</b></p> <p>L1 - Different types of stable relationships, how they can contribute to human happiness</p> | <p><b>Respectful Relationships, incl Friendships 06</b></p> <p>L2-4 - Positive and healthy friendships and practical steps to improve respectful relationships.</p> | <p><b>Respectful Relationships, incl Friendships 07</b></p> <p>L5-7 - To treat and be treated with respect in school and society and impact of bullying.</p> | <p><b>Online and Media 012</b></p> <p>L8-9 - Rights, responsibilities and opportunities online</p> | <p><b>Online and Media 013</b></p> <p>L10-11 - How information and data is collected and shared online</p>   | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 021</b></p> <p>L12-13 - Identifying and managing peer pressure</p>                                   |
| 8 | <p><b>Families 02</b></p> <p>L1-2 - Marriage, legal status, rights and protections.</p>                                   | <p><b>Respectful Relationships, incl Friendships 08</b></p> <p>L3-4 - How stereotypes based on sex, gender, race, religion, disability can cause damage.</p>        | <p><b>Online and Media 014</b></p> <p>L5-6 - Online risks including consent and sharing material</p>   | <p><b>Online and Media 015</b></p> <p>L7-10 – Misinformation, disinformation and cybercrime.</p>   | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 022</b></p> <p>L11-12 - Facts about reproductive health, fertility and menopause.</p>  | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 023</b></p> <p>L13-14 - Characteristics and positive aspects of healthy one-to-one relationships</p> |
| 9 | <p><b>Families 03</b></p> <p>L1-2 - Determining whether people or sources of information are trustworthy and safe</p>     | <p><b>Respectful Relationships, incl Friendships 09</b></p> <p>L3 - Rights and responsibilities regarding equality.</p>   | <p><b>Online and Media 016</b></p> <p>L4-5 - Impact of viewing sexually explicit material including pornography.</p>   | <p><b>Being Safe 018</b></p> <p>L6-7 – Concepts and laws regarding FGM.</p>                        | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 024</b></p> <p>L8-10 - Characteristics of healthy intimate relationships and how the choices we make in relationships can impact our health.</p> | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 025</b></p> <p>L11-12 - Identifying and managing sexual pressure and choice to delay sex.</p>        |



|    |  |   |   |  |  |   |
|----|--|---|---|--|--|---|
| 10 | <p><b>Families 04</b></p> <p><b>L1-2</b> – Roles and responsibilities of parents with respect to raising children and characteristics of successful parenting.</p> | <p><b>Respectful Relationships, incl Friendships 010</b></p> <p><b>L3</b> - Violent and criminal behaviour in relationships including coercive control.</p> | <p><b>Online and Media 017</b></p> <p><b>L4</b> - Criminal consequences of viewing and sharing indecent images of children.</p>         | <p><b>Being Safe 019</b></p> <p><b>L5</b> – Concepts and laws regarding coercion and forced marriage.</p>  | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 026</b></p> <p><b>L6-7</b>- Pregnancy facts including miscarriage and contraception.</p> | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 027</b></p> <p><b>L8</b>- Sexually transmitted diseases including HIV, AIDS, STI's and STD's, impact and treatment.</p> |
| 11 | <p><b>Families 05</b></p> <p><b>L1</b> - Pregnancy choices, abortion and adoption.</p>   | <p><b>Respectful Relationships, incl Friendships 011</b></p> <p><b>L2</b> – Sexual harassment.</p>  | <p><b>Being Safe 020</b></p> <p><b>L3-6</b> – Concepts and laws relating to sexual consent, sexual exploitation, grooming and rape.</p> | <p><b>Intimate &amp; Sexual Relationships, incl Sexual Health 028</b></p> <p><b>L7-8</b> - Alcohol and drugs and their effect on risky sexual behaviour.</p> |  |   |

### APPENDIX 3: Parent form: Withdrawal from sex education within RSE

|   |  |
|---|--|
| <b>Child name</b>   |  |
| <b>Year group</b>   |  |
| <b>Parent name</b>  |  |
| <b>Date</b>   |  |
| <b>Reason for withdrawing from sex education within relationships and sex education</b> |  |
|   |  |
| <b>Any other information you would like the school to consider</b>                      |  |
|   |  |
| <b>Parent signature</b>   |  |