



Relationships, Health and Sex Education (RHSE) Policy 2026 –27 (Under Consultation)

Written by: Gemma Glancey (Personal Development Lead, Jane Burton (Head of Humanities) and Kane Hudson (Deputy Headteacher)

Approved by:

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Head teacher: Leah Matindale

Chair of Governors: Ghulam Vohra

Contents

Introductory statement	3
Equality, inclusion, and social justice.....	3
Definition of relationships, health and sex education (RHSE)	3
Subject content.....	4
Curriculum Map 2026 – 2027.....	5
Monitoring and Evaluation	19
Pupil assessment.....	19
Sensitive Issues and Pupil Questions	19
Working with parents/carers.....	20
Parental right to request their child be excused from sex education	20
Working with visitors and external agencies	21
Safeguarding and child protection.....	21

Introductory statement

This policy covers Lyng Hall's whole school (KS3, 4 and 5) approach to Relationships, Health and Sex Education (RSHE).

We believe that RHSE is vital for the personal, social, and emotional development of our pupils.

It equips children and young people with the information, skills, and values they need to have safe, respectful, and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Lyng Hall School believes that all children and young people have a right to holistic, inclusive, and needs-led RHSE. This means taking into account the needs of all our students, including those with Special Educational Needs (SEND), those with English as an additional language and those with religious beliefs regarding relationship and sex education. We believe that through providing high quality RHSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RHSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with our Child Protection and Safeguarding Policy, The Religious Education Curriculum, and the Science curriculum.

Equality, inclusion, and social justice

Our RHSE curriculum is designed to promote gender equality by challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality within the curriculum.

We are also committed to an RHSE programme that makes pupils feel valued, included and is relevant to them. This means we are committed to an LGBT+ inclusive, SEND inclusive curriculum, and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We also ensure that we consider the religious and cultural background of all pupils when teaching RHSE.

An inclusive RHSE at Lyng Hall School will seek to challenge all forms of discrimination and prejudice between pupils, promote understanding, and respect as outlined under the Equality Act 2010.

Definition of relationships, health and sex education (RHSE)

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We seek to nurture children's development and their respect for themselves and each other.

To cover the curriculum content outlined in the RHSE Guidance, we support our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- take care of their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and respect that people of different religions, ethnicities and backgrounds can have different views regarding sexual health and sexual activity
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RHSE **does not encourage early sexual experimentation** but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RHSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

All content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND and taking into account religious beliefs.

RHSE is delivered as part of the PSHE curriculum but there are some aspects that are covered in science lessons, ICT lessons and Religious Education. There will also be specific RHSE days in year 9 and/or 10.

Curriculum Map 2026 – 2027

Relationships and Sex Education Curriculum			
Friends, Respect & Relationships Unit	YEAR GROUP	Learning Outcomes	Statutory RHSE 2020
Friends, Respect & Relationships - 01 - Consent and Boundaries	Year 7	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	T4 - Being Safe
Friends, Respect & Relationships - 02 - Respect and Relationships	Year 7	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 03 - What Makes a Good Friend	Year 7	To understand the importance of friendship and the qualities that make a good friend To know what is needed to form positive relationships with friends To evaluate why some friendships can be more beneficial than others	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 04 - Friendships & Online Relationships	Year 7	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	T2 - Respectful Relationships Inc Friendships
Friends, Respect & Relationships - 05 - Being Positive	Year 7	To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us To see the good that can come from the bad	T1 - Families
Friends, Respect & Relationships - 06 - Pressure, Influence and Friends	Year 7	To explain why it is important to be confident and assertive To know how to deal with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	T1 - Families
Friends, Respect & Relationships - 07 - What Does it Mean to be a Man in Today	Year 7	To understand what it means to be a man in modern society To explore rigid gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and a 'real man'	T1 - Families
Friends, Respect & Relationships - Supporting Resources			

Project - Time Box

Identity, Relationships & Sex Education Unit		Learning Outcomes	Statutory RHSE 2020
Identity, Relationships & Sex Education - 01 - Relationships and Sex Education	Year 8	To understand the core aims of RHSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship To explore what rights in relationships look like	T3 - Online + Media
Identity, Relationships & Sex Education - 02 - Being YouRHSElf & Self-Love	Year 8	To know what self-love really is To be able to explain why self-love is so important, and good for us To see how society has evolved to minimise self-love	T1 - Families
Identity, Relationships & Sex Education - 03 - Healthy Respectful Relationships	Year 8	Compare and contrast the characteristics of healthy and unhealthy relationships To know what respect in a healthy relationship looks like To explain various aspects of a healthy relationship and understand how they are connected	T5 - Intimate Relations & Sexual Health
Identity, Relationships & Sex Education - 04 - What is Love	Year 8	To define the term love and understand that it comes in many forms To identify how you might like give and receive love youRHSElf To understand different types of love and love languages	T5 - Intimate Relations & Sexual Health
Identity, Relationships & Sex Education - 05 - Dealing with Conflict	Year 8	To know the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods To acknowledge that feelings may vary between people in the same situation	Link to Respect Charter
Identity, Relationships & Sex Education - 06 - Periods and Menstrual Cycle	Year 8	To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective To evaluate the role of hormones in the regulation of the body's functions	Science Curriculum Link
Identity, Relationships & Sex Education - 07 - Introduction to Contraception	Year 8	To describe the concept of abstinence To understand the main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	T5 - Intimate Relations & Sexual Health
Identity, Relationships & Sex Education - 08 - Sexual Orientation	Year 8	To understand the many different key terms and concepts that are used To explore and challenge LGBTQ+ prejudices and stereotypes To understand the damaging impact homophobic language has on people	T1 - Families
Sex, the Law & Consent Unit		Learning Outcomes	Statutory RHSE 2020

Sex, the Law & Consent - 01 - Sexual Consent and the Law	Year 9	To know the legal definition of consent and the law surrounding it To understand the purpose and the importance of consent To understand the consequences of sexual activity with no consent	T4 - Being Safe
Sex, the Law & Consent - 02 - FGM and the Law	Year 9	To revise the different parts of the female reproductive organs To understand what FGM is and its impact To know that FGM is illegal and where you can go for help and support	T4 - Being Safe
Sex, the Law & Consent - 03 - Relationships and Partners	Year 9	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a healthy relationship	T5 - Intimate Relations & Sexual Health
Sex, the Law & Consent - 04 - Domestic Abuse and Domestic Violence	Year 9	To describe what an unhealthy relationship looks like To understand the different types of abuse that exist To identify how and where to get help with abusive relationships	T1 - Families
Sex, the Law & Consent - 05 - Why have Sex	Year 9	To know the various things to consider when thinking about making a relationship sexual To understand the positive and negative reasons to have sex To explore the benefits and consequences of making a relationship sexual	T5 - Intimate Relations & Sexual Health
Sex, the Law & Consent - 06 - Delaying Sexual Activity	Year 9	To understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure To know why consent and respect for each other should be the priority in any relationship	T5 - Intimate Relations & Sexual Health
Sex, the Law & Consent - 07 - Sexual Harassment and Stalking	Year 9	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	T5 - Intimate Relations & Sexual Health
Contraception & STIs Unit	Learning Outcomes		Statutory RHSE 2020
Contraception & STIs - 01 - What are STIs	Year 9	To be able to name at least five common STIs and explain how they are transmitted To understand the different groups that STIs are categorized by To identify the facts, dangers and symptoms of some common STIs	T5 - Intimate Relations & Sexual Health

Contraception & STIs - 02 - Treating STIs and the Clinic	Year 9	To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of Sexual Health Clinics (GUM) To explain why people should always get themselves checked out after unprotected sex	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 03 - Contraception Explored	Year 9	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 04 - Contraception - Condoms	Year 9	To understand the correct steps for using an external or male condom To describe obstacles to condom use and explain how they can be overcome To know what a C-Card scheme is and how it works	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 05 - Contraception Explored Further	Year 9	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STIs or both To know what thrush is and the common symptoms of it in men and women	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 06 - HIV and AIDS	Year 9	I know what HIV and AIDS are and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World AIDS Day	T5 - Intimate Relations & Sexual Health
Contraception & STIs - 07 - HIV and AIDS Prejudice and Discrimination	Year 9	To understand the history of HIV and AIDS and the recent advances in HIV treatment and prevention To explain what the stigma is surrounding HIV and AIDS and why it exists To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	T5 - Intimate Relations & Sexual Health
Risk, Relationships & Sex Education		Learning Outcomes	Statutory RHSE 2020
Risk, Relationships & Sex Education - 01 - Pleasure and Delaying Sexual Activity	Year 10	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities	T5 - Intimate Relations & Sexual Health

Risk, Relationships & Sex Education - 02 - Campaigning Against FGM	Year 10	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and abroad	T4 - Being Safe
Risk, Relationships & Sex Education - 03 - Sexting, Nudes and Dick Pics	Year 10	To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts	T3 - Online + Media
Risk, Relationships & Sex Education - 04 - Online Pornography (Myths vs Reality)	Year 10	To outline what is and is not legal in terms of pornography To identify the differences between what is seen in porn and what happens in real life To look at the impact of porn on society and relationships	T3 - Online + Media
Risk, Relationships & Sex Education - 05 - Porn and its Impact on Society	Year 10	To understand how porn may negatively influence a person's behaviour in society To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem To know what revenge porn is and the law surrounding it	T5 - Intimate Relations & Sexual Health
Risk, Relationships & Sex Education - 06 - Unhealthy Relationships, Sexual Assault and Rape	Year 10	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship	T5 - Intimate Relations & Sexual Health
Risk, Relationships & Sex Education - 07 - Sexualisation of the Media	Year 10	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics	T3 - Online + Media
Sexual Health Unit	Learning Outcomes		Statutory RHSE 2020
Sexual Health - 01 - Peer on Peer Abuse	Year 11	To define the phrase 'peer on peer abuse' and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	T1 - Families

Sexual Health - 02 - Fertility and What Impacts it	Year 11	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF treatment	T5 - Intimate Relations & Sexual Health
Sexual Health - 03 - Alcohol, Parties and Bad Choices	Year 11	To describe the risks associated with house parties and alcohol To explore alcohol abuse, drink spiking and the associated risks To evaluate what and who impacts our decisions about our own health and the choices we make	T5 - Intimate Relations & Sexual Health
Sexual Health - 04 - Importance of Sexual Health	Year 11	To increase awareness of the importance of a young person's sexual health To explore various consequences of neglecting sexual health To understand what emergency contraception is available and when it is appropriate to use it	T5 - Intimate Relations & Sexual Health
Sexual Health - 05 - Revisiting STIs	Year 11	To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral, bacterial, fungal and parasitic STIs	T5 - Intimate Relations & Sexual Health
Sexual Health - 06 - Revisiting Contraception	Year 11	To revisit how a variety of different forms of contraception work To further understand the advantages and disadvantages of different contraceptive methods To explore which forms of contraception protect against pregnancy, STIs or both	T5 - Intimate Relations & Sexual Health
Sexual Health - 07 - Respect, Love and Relationships	Year 11	To understand the importance of respecting others, especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship	T5 - Intimate Relations & Sexual Health

Staying Safe, Online & Offline

Staying Safe Online & Offline Unit

YEAR GROUP

Learning Outcomes

Statutory RHSE 2020

Staying Safe Online & Offline - 02 - Staying Safe Online	Year 7	I can explain what a gut feeling is and how it links to my intuition I can identify a range of risks associated with being online I know how to reduce the potential risks when I am online and where to go to seek further help and support	T3 - Online + Media
Staying Safe Online & Offline - 08 - Knife Crime and Safety	Year 7	To know basic knife safety and what to do if threatened To explain the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	T3 - Online + Media
Dangerous Society Online & Offline Unit		Learning Outcomes	Statutory RHSE 2020
Dangerous Society Online & Offline - 04 - Cyberbullying	Year 8	Describe the meaning of bullying and cyberbullying and the impact they can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know how to manage oneself appropriately online	T3 - Online + Media
Dangerous Society Online & Offline - 05 - Online Grooming	Year 8	To understand how to stay safe online from grooming To explain how to spot a fake profile and catfishers To know where to seek specialist support and advice to help anyone who is at risk	T1 - Families
Dangerous Society Online & Offline - 07 - Child Exploitation & Online Protection	Year 8	exploitation and be able to give examples To explore a variety of risks and dangers related to being online To evaluate how to reduce the risks associated with being online	T3 - Online + Media
Violence, Crimes & Seeking Safety Unit		Learning Outcomes	Statutory RHSE 2020
Violence, Crimes & Seeking Safety - 01 - Honour Based Violence	Year 10	To define the terms honour and dishonour To explore honour-based violence and the different forms it can take To evaluate the best way to tackle honour-based violence and promote the equality of women in society	T1 - Families
Violence, Crimes & Seeking Safety - 02 - Forced Marriage and Breast Ironing	Year 10	To understand the terms; forced marriage and breast ironing To explore statistics related to forced marriages in the UK and other Commonwealth countries To understand who the forced marriage unit (FMU) are and to evaluate their effectiveness	T4 - Being Safe
Violence, Crimes & Seeking Safety - 05 - Modern-Day Slavery	Year 10	To define the term Modern Day Slavery To examine human trafficking in the UK and evaluate the government's response To evaluate the best way to tackle modern-day slavery in the UK and abroad	T1 - Families

Violence, Crimes & Seeking Safety - 06 - Keeping Your Data Safe	Year 10	To understand the importance of keeping personal data safe To learn about online fraud and be aware of different types of online scams and tricks To identify what the dark web is and why it can be dangerous	T3 - Online + Media
Staying Safe Unit	Learning Outcomes		Statutory RHSE 2020
Staying Safe - 01 - Virtual Reality and Live Streaming	Year 11	To define the term augmented reality, virtual reality and live streaming To explore the benefits and risks associated with virtual reality To explore the consequences associated with live streaming on the internet	T3 - Online + Media
Staying Safe - 02 - Online Reputation and Digital Footprints	Year 11	To define the terms digital footprints and online reputation To understand how to complete an online audit of youRHSElf and know why it is important To understand why and how to build an online personal brand	T3 - Online + Media
Staying Safe - 03 - Group Chats & Anti-Bullying	Year 11	To identify other terms surrounding cyberbullying To analyse the effects of bullying in group chats To explain how and where someone can ask for help if they are being bullied	T3 - Online + Media

Health & Wellbeing

Puberty & Body Development Unit	YEAR GROUP	Learning Outcomes	Statutory RHSE 2020
Puberty & Body Development - 01 - Introduction to Puberty	Year 7	To describe the emotional, social and physical changes that happen during puberty To understand that girls and boys develop differently during puberty To empathise with those that are starting puberty and understand how to support them	Science Curriculum Link
Puberty & Body Development - 02 - Girls Puberty & Periods (Double Lesson)	Year 7	To understand the physical and emotional changes that happen to girls during puberty To know the basics of the menstrual cycle and a range of feminine protection products available To describe the main things that happen to girls during their menstrual cycle	Science Curriculum Link
Puberty & Body Development - 03 - Boys Puberty	Year 7	To know all parts of the male reproductive system To describe the physical and emotional changes that happen to boys through puberty To understand the challenges that boys face during puberty including erections, wet dreams and body image.	Science Curriculum Link

Puberty & Body Development - 04 - Personal Hygiene	Year 7	To know the causes of body odour and how to prevent it To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it	Statutory Health
Puberty & Body Development - 05 - Growing Up	Year 7	To know what to expect as you grow up To understand a range of issues that may impact you as you grow up To understand there are some cultural practices in the world that do not respect 'your body your rules', principles	T4 - Being Safe

Physical Health & Mental Wellbeing Unit		Learning Outcomes	Statutory RHSE 2020
Physical Health & Mental Wellbeing - 03 - Positive Body Image	Year 8	To understand what body image is and who can be affected To explore what influences body image for boys and girls To know various ways someone can improve their own or a friends self-esteem	T3 - Online + Media
Physical Health & Mental Wellbeing - 04 - Child Abuse	Year 8	To understand the different forms of child abuse To explore various warning signs that someone might need help To know who to talk to and where to access support and help for any form of abuse	T2 - Respectful Relationships Inc Friendships
Physical Health & Mental Wellbeing - 05 - Types of Bullying	Year 8	To define bullying and cyberbullying and explain the impact they can have To explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know where to seek support and advice on bullying and cyberbullying	T2 - Respectful Relationships Inc Friendships
Physical Health & Mental Wellbeing - 06 - Healthy Eating and Cholesterol	Year 8	To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	T4 - Being Safe
Body Confidence Unit		Learning Outcomes	Statutory RHSE 2020
Body Confidence - 02 - What is a Penis	Year 9	To know what a penis is and the makeup of a sperm cell To understand the male reproductive system To understand the role testosterone plays in the body	Science Curriculum link
Body Confidence - 03 - What is a Vulva	Year 9	To understand what a vulva is and the makeup of the vagina To understand the female reproductive systems To understand the importance of cervical screening	Science Curriculum Link

Body Confidence - 04 - Bullying in all its forms	Year 9	To understand the different forms of bullying and why people bully others To know what HBT bullying is and the impact it can have on the victim To evaluate what support schools and students can give to those impacted by the effects of HBT bullying	T1 - Families
Body Confidence - 06 - Media and Airbrushing	Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty To explore what it means to be body positive and body neutral To evaluate the impact advertisements are having on our self esteem	T3 - Online + Media
Mental Health and Wellbeing Unit		Learning Outcomes	Statutory RHSE 2020
Mental Health and Wellbeing - 01 - Child Sexual Abuse	Year 10	To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	T2 - Respectful Relationships Inc Friendships
Adult Health and Looking After YouRHSElf Unit		Learning Outcomes	Statutory RHSE 2020
Adult Health and Looking After YouRHSElf - 02 - Teenage Pregnancy Choices	Year 11	To understand the impact of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned pregnancies	T5 - Intimate Relations & Sexual Health
Adult Health and Looking After YouRHSElf - 03 - Abortion Laws, Morals and Ethics	Year 11	Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland	T5 - Intimate Relations & Sexual Health
Adult Health and Looking After YouRHSElf - 04 - Parenthood for Teenagers	Year 11	To understand the challenges that raising a child presents for a couple To evaluate the impact parenthood has on teenagers To understand the many ways people can become parents	T1 - Families
Adult Health and Looking After YouRHSElf - 07 - Love and Abuse	Year 11	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to go for help and support with abusive relationships	T1 - Families
Life Beyond School			
Proud to be me Unit		Learning Outcomes	Statutory RHSE 2020

Proud to be me - 06 - What Makes Me Angry	Year 8	To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we do and say To understand how to deal with and manage anger	T2 - Respectful Relationships Inc Friendships
Essential Life Skills Unit	Learning Outcomes		Statutory RHSE 2020
Essential Life Skills - 02 - Assertiveness	Year 9	Know the difference between passive, assertive and aggressive Recognise assertive behaviour in dealing with peer pressure to drink Demonstrate strategies to manage risk and explain why they are useful	T2 - Respectful Relationships Inc Friendships
Rights and Responsibilities Unit	Learning Outcomes		Statutory RHSE 2020
Rights and Responsibilities - 02 - Targeted Advertising and Your Data	Year 10	To describe the three main types of targeted advertisements and explain how they work To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising plays in elections	T3 - Online + Media
Rights and Responsibilities - 03 - What is Marriage	Year 10	I can describe what marriage is and what marriage is not I understand the legal position of gay marriage across different countries in Europe Evaluate a range of views on sex before marriage	T1 - Families
Your Future and Beyond Unit	Learning Outcomes		Statutory RHSE 2020
Your Future and Beyond - 04 - Social Media Vs Real Life	Year 11	To describe the differences between real life and social media life To explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self-esteem	T3 - Online + Media
Rights, Responsibilities & British Values			
Politics & Parliament Unit	YEAR	Learning Outcomes	Statutory RHSE 2020
Law, Crime & Society - 02 - Desert Island - Building a Community	Year 8	To understand the concept of community cohesion and what makes a community To be able to make decisions and understand their impact To understand the different forms of prejudice that exist	T1 - Families
Combatting Extremism & Terrorism - 01 - Conspiracy Theories and Extremist Narratives	Year 9	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	T3 - Online + Media
Combatting Extremism & Terrorism - 07 - Antisemitism	Year 9	To define the terms Zionism and antisemitism To explore why Jews have been persecuted in Europe over hundreds of years To understand what is happening today in the UK	T2 - Respectful Relationships Inc Friendships

Exploring British Values - 01 - Critical Thinking & Fake News	Year 10	To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important	T3 - Online + Media
Exploring British Values - 02 - Hate Crime in the UK	Year 10	To understand the definition of a hate crime and the protected characteristics To know the difference between free speech and hate speech To evaluate recent police statistics for hate related crime	T2 - Respectful Relationships Inc Friendships
Exploring British Values - 03 - British Values and Identity	Year 10	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	T1 - Families
Exploring British Values - 04 - Mutual Respect & Tolerance	Year 10	To know the meaning of mutual respect and tolerance To can explain why mutual respect and tolerance is important between different groups of people To understand how multiculturalism and diversity play a big part in teaching us respect	T2 - Respectful Relationships Inc Friendships

Celebrating Diversity & Equality

Celebrating Differences Unit	YEAR	Learning Outcomes	Statutory RHSE 2020
Celebrating Differences - 01 - What is your Identity	Year 7	To appreciate the wide variety of aspects that make up my identity To understand the nature vs nurture debate To accept that it's okay to be different and to be proud of your identity	T1 - Families
Celebrating Differences - 02 - Multicultural Britain	Year 7	To understand and describe how diverse modern Britain is To explore the facts and figures of immigration and pull factors To evaluate the concept of Britishness and whether multiculturalism works	T1 - Families
Celebrating Differences - 03 - Importance of Being Kind	Year 7	To define kindness and give examples of kind acts To understand the impact an act of kindness can have To know what acts of kindness I can do for myself and those around me	Link to Respect Charter
Celebrating Differences - 04 - Breaking Down Stereotypes	Year 7	To define stereotyping and prejudice To evaluate what can be done to challenge stereotypes To understand the impact both positive and negative stereotypes can have	T2 - Respectful Relationships Inc Friendships

Celebrating Differences - 05 - Learning Disabilities	Year 7	To have a base knowledge of learning disabilities To understand how important the right language is To know basic etiquette with disabled people	T2 - Respectful Relationships Inc Friendships
Celebrating Differences - 06 - Prejudice and Discrimination	Year 7	To identify different forms of prejudice and discrimination To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is	T2 - Respectful Relationships Inc Friendships
Celebrating Differences - 07 - Challenging Islamophobia	Year 7	To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are attempting to combat different forms of discrimination	T2 - Respectful Relationships Inc Friendships

Equality and Diversity Explored Unit		Learning Outcomes	Statutory RHSE 2020
Equality and Diversity Explored - 01 - Equality Act 2010	Year 8	To know what equality means and why it is important. To be able to explain some challenges the Equality Act has faced To understand the Equality Act 2010 and how it can be applied in different cases	T1 - Families
Equality and Diversity Explored - 02 - LGBTQ+ What is it	Year 8	To define the acronym LGBTQ+ To explore a variety of LGBT+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	T2 - Respectful Relationships Inc Friendships
Equality and Diversity Explored - 03 - LGBTQ+ Rights Across the World	Year 8	To identify some areas of the world where homosexuality is still illegal To evaluate the varying views and laws on homosexuality across the world To understand the responsibility of the international community to help combat homophobia	T2 - Respectful Relationships Inc Friendships
Equality and Diversity Explored - 04 - Gender Equality	Year 8	To understand what gender equality means To be able to evaluate gender equality in the workplace, families and in politics To evaluate how as a society, we can challenge gender stereotypes	T1 - Families
Equality and Diversity Explored - 05 - Ableism and Disability Discrimination	Year 8	To understand what ableism is and why it's a problem To identify language and behaviour that is ableist To know how to be anti-ableist and to be an ally for disabled people	T2 - Respectful Relationships Inc Friendships

Equality and Diversity Explored - 06 - Removing the Barriers Equality for all	Year 8	To understand what is meant by 'barriers to employment' To consider how these barriers impact people living with a disability To think about how we can move towards equality	T2 - Respectful Relationships Inc Friendships
Exploring World Issues Unit	Learning Outcomes		Statutory RHSE 2020
Exploring World Issues - 06 - Women's Rights and Equality	Year 10	To explore the changing role of women in society over the 20th century To understand the key events that led up to women gaining equal rights with men To evaluate what support networks are available to help support those in need	T1 - Families

Post 16 Curriculum

CORE THEME 3 - Relationships and Sex Education		
TOPIC - Relationships, Values and Consent	Year 12	Types of Relationships
		Relationship Values
		Prejudice and Discrimination
		Consent, Sexual Norms and Expectations
		Consent Around the World
		Police Investigating Sexual Assaults
CORE THEME 5 - Health and Wellbeing		
TOPIC - Sexual Health and Self Concept	Year 13	Managing Life's Phases
		Body Image and Pressure to Conform
		Appearance vs Reality
		Body Modifications
		Revisiting STIs
		Importance of Sexual Health
		Sexual Health Misconceptions
CORE THEME 3 - Relationships and Sex Education		
TOPIC - Parenthood and Contraception	Year 13	Routes to Parenthood
		Unintended Pregnancies and Options
		Fertility and What Impacts It
		Pregnancy, Motherhood and Employment
		Menstrual Charting
		Consent and Boundaries
		Revisiting Contraception
CORE THEME 4 - Staying Safe Online and Offline		
TOPIC - Forming Respectful Relationships	Year 13	The Importance of Building Relationships
		The Importance of Friends and Family
		Online Dating and Personal Safety
		Exploring Emotional Intimacy

		Avoiding Toxic Friendships
		Power Differences in Relationships
		Breaking Up Relationships

Monitoring and Evaluation

We regularly monitor and review our RHSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RHSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the Subject Leader for Humanities *and* Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any subsequent changes will be clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Student Voice Surveys

Pupil assessment

Whilst there is no formal assessment of RHSE in terms of GCSE or other qualifications, Lyng Hall School uses a range of assessment methods to get regular feedback on pupil progress in RHSE. We also use pupil assessment to identify where pupils need extra support or intervention.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- In class feedback, quizzes and knowledge-based assessments
- Informal assessment of student work
- Student surveys

Sensitive Issues and Pupil Questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Safeguarding team.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding or Child Protection Officer as appropriate.

In cases of concern over sexual abuse, Child Protection Procedures will be followed.

It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RHSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

We believe that the successful teaching of RHSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RHSE of their children through exploring discussions at home that have taken place in school.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Information on the School website and in the Newsletter
- Parents' evenings
- Letters to parents/carers

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

Parental right to request their child be excused from sex education

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RHSE. This applies to children with SEND although their level of need may also be taken into consideration. These are the areas of the curriculum which are in topic 5, coloured green on the curriculum map shown.

Parents/carers **do not** have a right to withdraw their child from Relationships Education.

Parents/carers **do not** have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents **do not** have the right to withdraw their child from Health Education, including education regarding menstruation.

All children will have the right to opt into sex education **three terms before they turn 16** and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RHSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Parents should also consider any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, 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.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Subject Leader for Humanities to discuss their concerns. The Subject Leader will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Except in exceptional circumstances, we will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

Working with visitors and external agencies

From time-to-time we may invite external experts and visitors to deliver parts of our RHSE scheme of work. External visitors will be selected to enrich and supplement our RHSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include theatre groups, specialist youth workers or the school nursing team. They will be DBS checked in line with the school safeguarding policy.

A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that there is appropriate planning, preparatory and follow up work for the session and that visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

Lyng Hall School acknowledges that RHSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in "Keeping Children Safe in Education".

RHSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RHSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RHSE due to a previous safeguarding concern, ongoing concerns, or changes to their personal life. For those children, additional support will be given to prevent them being negatively affected by the scenarios or topics in their planned lessons, which may include alternative provision being made for them.

While Lyng Hall School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a variety of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Using ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.