



Relationship and Sex Education (RSE) Policy

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1. Introduction

Arnold Hill Academy is an 11-18 years, mixed comprehensive school situated in Arnold, Nottingham. The Academy has a broad and varied intake. The Academy’s curriculum has been created in response to the needs of the students who attend, including those with Special Educational Needs and Disabilities (SEND).

This policy has been produced in consultation with key stakeholders, including senior leadership, the safeguarding team and governors. Parents and carers have also been informed about the policy and the policy is available for parents and carers via the school website. The policy will be reviewed on a 2 yearly basis to ensure all content is relevant and up to date.

2. Aims

Relationship and sex education at Arnold Hill Academy will ensure that young people are **healthy, happy and safe**. We aim to enable the students to make safe decisions and give them the information and tools 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, including resisting pressure and what makes a good friend, a successful marriage and respect (for ourselves and others). The curriculum will teach what is acceptable and unacceptable behaviour in relationships, which will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.



This policy will provide clear progression from what is taught in primary schools in Relationship Education (Appendix 1). We will build on this foundation and as the students grow, at the appropriate time, students will look at intimate relationships.

At Arnold Hill Academy, we believe it is important to address relationships and sex education at both key stage 3 and 4 because they are considered to be a vulnerable age group. This is supported by studies carried out by the World Health Organization into violence towards children (in different types of relationships) and consent¹.

In addition, the Academy believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Encourage every student to contribute positively to our wider community and aims to support each individual as they grow and learn
- Be set within this wider Academy context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structures, and acceptance of different approaches
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty/adolescence and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

As a secondary Academy we must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Arnold Hill Academy we teach RSE as set out in this policy.

4. Definition

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 is also about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. RSE is not just about having the knowledge, it is also about having the skills to make the right decisions. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

¹ <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

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5. Curriculum and Delivery

The Academy acknowledges that age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school, for example in Science and Religious Education lessons. The curriculum on relationships and sex will complement and be supported by the Trust and Academies wider policies on Equality and Diversity, safeguarding, SEND provision, Personal, Social, Health and Economic (PSHE) and Drug Education.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

The curriculum has been planned and designed using a variety of different sources, such as the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health education² (appendix 2), PSHE Association: Programme of study for PSHE Education³ and EC publishing Resources⁴.

By the end of each key stage, we aim to cover the following;

By the end of key stage 3		
Year 7 (appendix 3)	<ul style="list-style-type: none"> • Personal identity • Forming good friendships – including trust, respect and honesty • Different types of family relationships – including addressing stereotypes • Love and relationships – including marriage 	This content will be delivered by Guidance Tutors, who will receive up to date training to ensure the member of staff be confident delivering the content. Some aspects will be delivered by professional outside organisations during INSPIRE days.
Year 9 (appendix 5)	<ul style="list-style-type: none"> • Consent • Safe sex • Good sexual health – including Sexually Transmitted Infections (STIs) • Risks associated with sexting and pornography • Domestic violence • Female Genital Mutilation (FGM) – including faith abuse its impact • Lesbian, Gay, Bisexual, Transgender/Transsexual+ (LGBT+)⁵ • Pregnancy – including abortion 	
By the end of key stage 4		
Year 10 (appendix 6)	<ul style="list-style-type: none"> • Same sex education • Gender identity • Healthy Vs unhealthy relationships 	This content will be delivered by a team of staff who will receive up to date training to ensure

²[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

³<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

⁴https://www.tes.com/teaching-resources/shop/EC_Resources

⁵ In this instance ‘+’ refers to those who identify in other groups such as asexual, intersex and questioning etc.

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	<ul style="list-style-type: none"> • Managing breakups • Revenge porn – managing material online 	all material and resources used as the most accurate and to help the member of staff be confident delivering the content.
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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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Academy will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7. Roles and Responsibilities

The school governors

- Ensure the RSE policy is fit for purpose and fulfils its legal obligation
- Ensure parents and carers have had a consultation period before the implementation of the policy

The Principal

- Monitor the implementation of the policy
- Ensure all staff are informed of the policy and the responsibilities they have
- Ensure staff have time to receive up to date training
- Work with parents and carers to keep them informed of the curriculum and ensure all information is clear, including to those who wish for their child to be withdrawn.

PSHE lead

- Monitor the implementation of the policy and delivery of content with the Principal
- Ensure Continued Profession Development (CPD) opportunities are provided for staff, specifically those who are delivering RSE.
- Monitor and evaluate the quality of the curriculum in place for all students
- Liaise with the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) to ensure the curriculum is relevant to our students

Staff

- Ensure the classroom is a safe place with established ground rules prior to delivering the content
- Ensure they are aware of the up to date statutory requirements and policy
- Ensure resources are appropriate for those students they are teaching
- Emphasise the importance of RSE in relation to making informed choices
- Ensure all teaching is unbiased
- Where appropriate they direct students to seek advice from an appropriate agency or individual
- Deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Respond to the needs of individual students
- Respond appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE



At Arnold Hill Academy all staff are responsible for teaching RSE. 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 Principal and relevant support/CPD will be provided.

Students

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

Parents and Carers

- The Academy recognises the key role that parents and carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children as you have the most significant influence in enabling their child to grow and mature, forming healthy relationships.

8. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular aspects in mixed groups. We will respond to parental requests and concerns and action these where possible.

Students with Special Educational Needs and Disabilities (SEND)

We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

As far as is appropriate, young people with SEND follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual students where required, sometimes on a one to one basis.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

9. Parents/Carers Right to Withdraw

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (they cannot be withdrawn from relationship education). The Academy, before granting any such request, will require the Principal to discuss the request with the parents and carers. This is to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum at which point parents and carers are welcome to review any RSE resources the Academy uses. If a parent/carer wishes to withdraw their child from sex education then a letter or email must be sent to Mr Robertson (Principal) at schooloffice@arnoldhillacademy.co.uk

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' and carers' 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 Academy will make arrangements to provide the child with sex education during one of those terms.

The Principal and PSHE lead will ensure that where a student is excused from sex education, they will receive appropriate, purposeful education during the period of withdrawal.



10. Working with External Agencies

Whenever possible it is hoped to involve visitors and other outside agencies to help and support RSE provision within the school. This can be as part of the planning process as well as with the delivery of RSE. When visitors are used this is to compliment the RSE programme, they will never be used to substitute or replace planned provision. When visitors and other outside agencies help and support in the delivery of RSE, there will always be a member of staff present during the lesson (in line with safeguarding policy and status as a 'visitor') and the content will always be looked at prior to the lesson taking place.

The Academy will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

11. Safeguarding and Confidentiality

Staff cannot offer unconditional confidentiality. Staff are not legally bound to inform parents and carers or The Principal of any disclosure, however any necessary information will be passed to the Academy's designated safeguarding lead (DSL).

In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the Academy's confidentiality policy.

Through the school nurse and other key members of staff (including the PSHE co-ordinator), students are signposted towards confidential sources of support for relationships and sexual health issues in their area.

12. Evaluation and Monitoring of Content

The subject lead of PHSE and SLT link, will work closely with colleagues to ensure RSE is being taught in a safe and supportive manner, where the students are making healthy, happy and safe choices. As part of this process, students will be consulted throughout the year on the content being covered and whether they feel it is best suited to them.

As with all learning, the effectiveness of the curriculum will be monitored throughout and students' progress will be evident in their PSHE Guidance booklets, for example students may be asked to produce a spider diagram on a topic at the start of the unit and then add to it at the end with information they now know. This will show the content is suited to those in those lessons. Furthermore, staff will be asked to feedback at the end of each topic and the lead for PSHE will meet with the safeguarding lead in the Academy to evaluate provision and support future planning, ensuring that there are no additional areas which need to be covered. Whilst the content has been outlined in the above table, it is subject to change due to the needs of the students.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

13. Links with Other Policies

This policy should be read in conjunction with the following Trust/Academy policies:

- PSHE Policy
- Safeguarding Policy
- Equality and Diversity Policy
- SEND Policy
- Child on Child Abuse Policy



- Anti-Bullying Policy
- Online Safety Policy

Ratified by: Local Governing Body

Date of Review: February 2021

Next review due by: September 2023

Responsible staff member: Steph Garrad

DRAFT



Appendix 1⁶: By the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage⁷ 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
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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.

⁶ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

⁷ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious



	<ul style="list-style-type: none">• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• 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.



Appendix 2⁸: By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• what constitutes sexual harassment and sexual violence and why these are always unacceptable.• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none">• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

⁸ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • 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 3: Arnold Hill Academy: Year 7 PSHE Curriculum Map – ‘KNOW IT’

Other than half term one, we have chosen to base each half term on the theme of ‘RESPECT’ where each letter relates to a different topic. This is to ensure an interleaved approach, enabling our students to build and connect their knowledge regularly throughout the year.

Year 7 – ‘KNOW IT’	
HALF TERM ONE	<p>Stronger Together: Let’s Embrace Diversity and <i>Respect</i> Difference. All students will receive the same provision in response to the global pandemic – <i>To include;</i> Different types of individuals Coping with change Grief Celebrating equality Discrimination</p> <p><i>Intent:</i> We want to explore the impact of the coronavirus pandemic on the student’s mental health and well-being. We feel it is important to explore the social unrest in the world and celebrate the diversity we have among the Arnold Hill community.</p>
Racism/ Relationships	<p>Overall focus of the unit – Racism To know what racism is, why it is wrong and learn about the diverse cultures we live in in the UK.</p> <p><i>To include;</i></p> <ul style="list-style-type: none"> • Considering UK case studies of racism • What does it mean to be British? • Promoting tolerance <p><i>Intent:</i> It is imperative that students know about diversity: what it means and the benefits of living and valuing a diverse community. Additionally, we teach how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Overall focus of the unit – Relationships To know what a healthy relationship is and the roles these relationships have.</p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • Forming good relationships - positive communication skills • What does a friendships, family and love relationships look like? • Family relationships – what parenting values should we promote? • Break down of relationships <p><i>Intent:</i> Designed to support students in discovering who they are to make new relationships (friendships) as they transition from primary to secondary school.</p>
Everybody	<p>Overall focus of the unit – To know the responsibilities of UK citizens in living in the wider world.</p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • Managing risks – gambling • Showing empathy - What are mental and emotional health disorders? What is classed as a disability?



	<p><i>Intent:</i> To recognise when they, or others, need support and effective strategies to address difficulties and promote wellbeing.</p>
Safety	<p>Overall focus of the unit – To know the rules and principles for keeping safe online and off, how to recognise risks, harmful content and contact, and how to report them.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Safe management of personal data: sending explicit images• Youth produced sexual imagery (sexting)• Grooming• Road safety: travelling on a bike• Basic first aid: ringing 999 and 101 <p><i>Intent:</i> As students transition to secondary school, this is often the time where parents allow children to access social media. It is important for students to understand the risks associated with being online and social media. A high percentage of our students travel to school on a bike, therefore we feel the need to address this early and provide strategies to deal with accidents should this happen.</p>
Physical	<p>Overall focus of the unit – To know the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Male & female reproduction• Puberty and periods• The importance of being clean / oral hygiene• Diet and energy drinks• Drug and alcohol awareness• CPR and health-MOT <p><i>Intent:</i> As students' bodies begin to develop, or as they experience different emotions, or begin to feel differently towards the opposite gender, it is important for students to understand why this is happening. They learn how to keep themselves 'physically healthy', though it is made clear that in order to be healthy we also have to be mentally and socially healthy.</p>
Environment	<p>Overall focus of the unit – To know the responsibilities to support a 21st century family</p> <p>To include: What a 21st century family looks like (Gay, lesbian, separated parents) Spending and saving within a family Prevent extremism</p>



	<p><i>Intent:</i> It important for students to know that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</p>
Culture/ Careers	<p>Overall focus of the unit – Culture To recognise there are human rights, that are there to protect everyone. <i>To Include:</i></p> <ul style="list-style-type: none">• Human Rights/ Religious and cultural stereotypes <p><i>Intent:</i> We want to teach our students that how stereotypes they can negatively influence behaviours and attitudes towards others.</p> <p>Overall focus of the unit – Cancer To know how to maintain healthy lifestyle and the links between a poor lifestyle and health risks - cancer. <i>To Include:</i></p> <ul style="list-style-type: none">• What it is/ different types/ lifestyle choices. <p><i>Intent:</i> As so many families are affected by cancer, we feel it is imperative to raise awareness and support our students mentally and emotionally.</p> <p>Overall focus of the unit – Careers To know about different work roles and career pathways, including clarifying students own early aspirations. <i>To Include:</i></p> <ul style="list-style-type: none">• What career would be best suited to me? <p><i>Intent:</i> It is important to discuss the options available to students at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.</p>
Teenager	<p>Overall focus of the unit – To know the risks associated with being a teenager in the 21st century. <i>To include:</i></p> <ul style="list-style-type: none">• Living in a modern world: make up and gender• FGM• Gang awareness• How to be street safe - knife crime <p><i>Intent:</i> Gangs and knife crime is raising in profile in our county, therefore it is our responsibility to highlight the risks associated with these issues from an early stage and teach our students how to seek help should they be affected by them.</p>



Appendix 4: Arnold Hill Academy: Year 8 PSHE Curriculum Map – ‘UNDERSTAND IT’

Other than half term one, we have chosen to base each half term on the theme of ‘RESPECT’ where each letter relates to a different topic. This is to ensure an interleaved approach, enabling our students to build and connect their knowledge regularly throughout the year.

Year 8 – ‘UNDERSTAND IT’	
HALF TERM ONE	<p>Stronger Together: Let’s Embrace Diversity and <i>Respect</i> Difference. All students will receive the same provision in response to the global pandemic – <i>To include:</i> Different types of individuals Coping with change Grief Celebrating equality Discrimination</p> <p><i>Intent:</i> We want to explore the impact of the coronavirus pandemic on the student’s mental health and well-being. We feel it is important to explore the social unrest in the world and celebrate the diversity we have among the Arnold Hill community.</p>
Racism/ Relationships	<p>Overall focus of the unit – Racism To understand how racism has developed in the UK through the influence of the media. <i>To include:</i></p> <ul style="list-style-type: none"> • How has racism developed over time? • Is there a racial bias in police stop and search? • Discrimination: Migration <p><i>Intent:</i> Due to the increasing incidents of racism projected in the media, it is important that young Brits’ growing perceptions are directed in the correct way. We teach them about the unacceptability of prejudice-based language and behaviour and strategies to challenge all forms of prejudice and discrimination.</p> <p>Overall focus of the unit – Relationships To understand how to develop healthy relationships <i>To include:</i></p> <ul style="list-style-type: none"> • Relationships – the effect of ‘Banter’ • Awareness of LGBTQI+ • The responsibility of some people in a family relationship – young carers • Divorce and separation <p><i>Intent:</i> As young people begin to gain feelings that relationships can cause, we feel it is important to teach students how to form healthy relationships.</p>
Everybody	<p>Overall focus of the unit – To know the responsibilities of UK citizens in living in the wider world. <i>To include:</i></p> <ul style="list-style-type: none"> • Showing empathy - A range of healthy coping strategies to support mental and emotional health disorders Over-coming disabilities • Managing risks – Identifying peer pressure

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	<p><i>Intent:</i> To recognise when they, or others, need support and effective strategies to address difficulties and promote wellbeing.</p>
Safety	<p>Overall focus of the unit – To know the rules and principles for keeping safe online and off, how to recognise risks, harmful content and contact, and how to report them.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Sending explicit images leads to a serious criminal offence• The issues around social media - how to report abuse• Domestic Abuse• Road safety: Accident prevention• How to apply basic first aid - bandages, RICE, PRICED <p><i>Intent:</i> With a rise in repeat issues associated with social media and explicit images, it is important for students to understand the risks and laws associated with such issues. A high percentage of our students travel to school on a bike, therefore we feel the need to address this early and provide strategies to deal with accidents should this happen.</p>
Physical	<p>Overall focus of the unit – To understand the different types of contraception and how to maintain good sexual and physical health</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Fertility levels: Lifestyle for male & female• Lifestyle choices: how they affect the developing foetus• Contraception• Pregnancy: Unwanted contact & FGM• STI's• Importance of sleep and good routines• Food and mood• Over the counter drugs <p><i>Intent:</i> Students need to be aware how to make safe, informed decisions for protect their sexual and physical health.</p>
Environment	<p>Overall focus of the unit – To know the responsibilities to support a 21st century family</p> <p>To include;</p> <ul style="list-style-type: none">• The expectations of having a boyfriend/ girlfriend• Fake relationships in the media• Reporting discrimination and extremism• Interest/ debt/ loans



	<p><i>Intent:</i> It important for students to know that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</p>
Culture/ Careers	<p>Overall focus of the unit – Culture To recognise there are human rights, that are there to protect everyone. <i>To Include:</i></p> <ul style="list-style-type: none">• Cultural & religious expectations/ practices and stereotypes <p><i>Intent:</i> We want to teach our students that how stereotypes they can negatively influence behaviours and attitudes towards others.</p> <p>Overall focus of the unit – Cancer To know how to maintain healthy lifestyle and the links between a poor lifestyle and health risks - cancer. <i>To Include:</i></p> <ul style="list-style-type: none">• Experiencing cancer (family member- physical and emotional support) <p><i>Intent:</i> As so many families are affected by cancer, we feel it is imperative to raise awareness and support our students mentally and emotionally.</p> <p>Overall focus of the unit – Careers To know about different work roles and career pathways, including clarifying students own early aspirations. <i>To Include:</i></p> <ul style="list-style-type: none">• Routes after GCSEs <p><i>Intent:</i> As students' strengths, interests, skills, and qualities are changing, it is important to guide students in recognising how these relate to future career choices and employability</p>
Teenager	<p>Overall focus of the unit – To know the risks associated with being a teenager in the 21st century. <i>To include:</i></p> <ul style="list-style-type: none">• Living in a modern world - fake tan/ sun beds/ habits• Learning about your digital footprint• Awareness of arranged and forced marriage• County lines• How can we be safe on the streets? Drug awareness <p><i>Intent:</i> As more students begin to socialise outside of school in Year 8, we need to teach them how to take increased personal responsibility for themselves on the street and recognise an issue when faced with one.</p>



Appendix 5: Arnold Hill Academy: Year 9 PSHE Curriculum Map – ‘DEVELOP IT’

Other than half term one, we have chosen to base each half term on the theme of ‘RESPECT’ where each letter relates to a different topic. This is to ensure an interleaved approach, enabling our students to build and connect their knowledge regularly throughout the year.

Year 9 – ‘DEVELOP IT’	
HALF TERM ONE	<p>Stronger Together: Let’s Embrace Diversity and <i>Respect</i> Difference. All students will receive the same provision in response to the global pandemic –</p> <p><i>To include:</i> Different types of individuals Coping with change Grief Celebrating equality Discrimination</p> <p><i>Intent:</i> We want to explore the impact of the coronavirus pandemic on the student’s mental health and well-being. We feel it is important to explore the social unrest in the world and celebrate the diversity we have among the Arnold Hill community.</p>
Racism/ Relationships	<p>Overall focus of the unit – Racism</p> <p>To develop an understanding of how to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes concern</p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • Racism portrayal in the media • Real life examples – the UK and local community • Discrimination - Homophobia <p><i>Intent:</i></p> <p>We want our students to have a great understanding of their local communities and how to make informed choices if they see/ hear something that causes concern.</p> <p>Overall focus of the unit – Relationships</p> <p>To inform how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p><i>To include:</i></p> <ul style="list-style-type: none"> • First impressions in a relationship • The difficulty of ‘Coming Out’ • Grief and dealing with death • The responsibility in a family relationship – the weekly wage <p><i>Intent:</i></p> <p>As with today’s generation, young people rely heavily on forming relationships online – we teach them about opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.</p>
Everybody	<p>Overall focus of the unit –</p> <p>To know the responsibilities of UK citizens in living in the wider world.</p>

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	<p><i>To include:</i></p> <ul style="list-style-type: none">• Showing empathy – Characteristics of mental and emotional health disorders Positive language to support people with disabilities• Managing risks – Being the bigger person Confidence building strategies <p><i>Intent:</i> For students to take responsibility for monitoring personal wellbeing and the factors which affect this.</p>
Safety	<p>Overall focus of the unit – To consider all the ways to ensure they stay safe, including the less obvious situations.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Online harassment - how social media can distort situations• Social media encryption• Dealing with fake news• Drink/ drug driving• Becoming a donor (organ and blood) <p><i>Intent:</i> Teaching students how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>
Physical	<p>Overall focus of the unit – To develop an understanding about healthy pregnancy and how lifestyle choices affect a developing foetus.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Signs of pregnancy and unintended pregnancies• Pregnancy and choices• Contraception• Adoption/ foster/ IVF/ same sex relationships and fertility• What are STIs?• What influences your decision to exercise/ or not?• The risks and consequence of substance abuse <p><i>Intent:</i> Though we have not experienced a high number of teenage pregnancies at our school, we feel it is imperative to each student to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age.</p>
Environment	<p>Overall focus of the unit – To develop an understanding of the informed decisions and choices we have to make in today’s environment</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Consent and signs of abuse• How to recognise a cult



	<ul style="list-style-type: none">• Student loans <p><i>Intent:</i> We want our students to gauge readiness for sexual intimacy and that that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p>
Culture/ Careers	<p>Overall focus of the unit – Culture To recognise there are human rights, that are there to protect everyone. <i>To Include:</i></p> <ul style="list-style-type: none">• Cultural immigration• Cultural & religious expectations/ practices and stereotypes <p><i>Intent:</i> We want to teach our students that how stereotypes they can negatively influence behaviours and attitudes towards others.</p> <p>Overall focus of the unit – Cancer To understand how to support oneself and their family during a difficult time. <i>To Include:</i></p> <ul style="list-style-type: none">• Strategies to overcome the experience <p><i>Intent:</i> As so many families are affected by cancer, we feel it is imperative to raise awareness and support our students mentally and emotionally.</p> <p>Overall focus of the unit – Careers To develop students career identity and how to maximise their chances when applying for education or employment opportunities <i>To Include:</i></p> <ul style="list-style-type: none">• CV writing <p><i>Intent:</i> We believe that learning is not just about academic success and that it is important that all our students understand how to write an effective CV that celebrates the achievements within their life.</p>
Teenager	<p>Overall focus of the unit – To know the risks associated with being a teenager in the 21st century. <i>To include:</i></p> <ul style="list-style-type: none">• How can we be safe on the streets? Substance abuse and consequences• Gang exploitation• How to spot signs of forced marriage and FGM• Sex in media and the impact of sexuality• Living in the modern world – tattoos/ fashion <p><i>Intent:</i> We want our students to reflect and to evaluate the dangers and consequences of being involved in gangs or serious organised crime.</p>



Appendix 6: Arnold Hill Academy: Year 10 PSHE Curriculum Map – ‘CHALLENGE IT’

Other than half term one, we have chosen to base each half term on the theme of ‘RESPECT’ where each letter relates to a different topic. This is to ensure an interleaved approach, enabling our students to build and connect their knowledge regularly throughout the year.

Year 10 – ‘CHALLENGE IT’	
HALF TERM ONE	<p>Stronger Together: Let us Embrace Diversity and <i>Respect</i> Difference. All students will receive the same provision in response to the global pandemic – <i>To include:</i> Different types of individuals Coping with change Grief Celebrating equality Discrimination <i>Intent:</i> We want to explore the impact of the coronavirus pandemic on the student’s mental health and well-being. We feel it is important to explore the social unrest in the world and celebrate the diversity we have among the Arnold Hill community.</p>
Racism/ Relationships	<p>Overall focus of the unit – Racism To develop an understanding of how to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes concern <i>To include:</i></p> <ul style="list-style-type: none"> • How to have conversations in society regards racism • Structural racism (development) • Discrimination - Transgender <p><i>Intent:</i> It is important to teach about the unacceptability of prejudice-based language and behaviour, thus we teach students how to have these difficult conversations in society.</p> <p>Overall focus of the unit – Relationships To understand the diversity of relationship education and the challenges that are often faced in relationships and how these may be overcome. <i>To include:</i></p> <ul style="list-style-type: none"> • Tolerance in a relationship • Marriage • The responsibility in a family relationship – the pay slip and working rights <p><i>Intent:</i> As students of this age start to become reliant on the relationships they have formed, we highlight the realism and expectations within a relationship.</p>
Everybody	<p>Overall focus of the unit – To know the responsibilities of UK citizens in living in the wider world. <i>To include:</i></p>

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	<ul style="list-style-type: none">• Showing empathy - Coping with loneliness and links with mental health Triggers for mental health: eating disorders, self-harm and how to seek help Disability rights: debate scenarios• Managing risks – The effect of the incident bystander Challenge people who bring down your confidence <p><i>Intent:</i> We want our students to know about different types of bullying, the impact of bullying and the responsibility of the bystander.</p>
Safety	<p>Overall focus of the unit – To consider all the ways to ensure they stay safe and how to help others stay safe.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Impact of online harassment on mental health• Trafficking• The impact of misinterpretations• Drinks/ drugs driving- laws and consequences• How the use of alcohol & drugs can lead to risky sexual behaviour• The purpose of blood donation <p><i>Intent:</i> As students of this age begin to attend parties outside of school, we want our students to understand the bigger picture and have the skills and strategies to respond to situations where they may be unsafe.</p>
Physical	<p>Overall focus of the unit – For students to recognise the early signs of physical illness/ concerns.</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Teenage pregnancy: Choices in relation to pregnancy; abortion etc• Miscarriage• Same sex pregnancy• Responsibility of STIs and the long-term impact• Diet and nutrition• The impact of drugs on the body: scenarios <p><i>Intent:</i> For students to manage the influence of food and substance abuse on decision-making for their physical health, relationships and social situations.</p>
Environment	<p>Overall focus of the unit – To develop an understanding of the informed decisions and choices we have to make in today's environment</p> <p><i>To include:</i></p> <ul style="list-style-type: none">• Un wanted attention and date rape awareness• Challenging extremism and intolerance• Getting on the property ladder/ mortgages



	<p><i>Intent:</i> We teach how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities. Additionally, we feel it is important for students to have an early understanding of saving money for property.</p>
Culture/ Careers	<p>Overall focus of the unit – Culture To recognise there are human rights, that are there to protect everyone. <i>To Include:</i></p> <ul style="list-style-type: none">• Current politics• Religious and cultural stereotypes <p><i>Intent:</i> We want to teach our students that how stereotypes they can negatively influence behaviours and attitudes towards others.</p> <p>Overall focus of the unit – Cancer To understand how to support oneself and their family during a difficult time. <i>To Include:</i></p> <ul style="list-style-type: none">• Self-examination <p><i>Intent:</i> For students to take increased personal responsibility for maintaining and monitoring health including cancer screening and self-examination.</p> <p>Overall focus of the unit – Careers To consider how our students can become more employable following Year 11, whether this is applying to Sixth Form or College. <i>To Include:</i></p> <ul style="list-style-type: none">• Interview skills <p><i>Intent:</i> Any of our students will have never experienced an interview before, the sessions are designed to support our students in overcoming the fear of interviews and to understand the term employability.</p>
Teenager	<p>Overall focus of the unit – To know the risks associated with being a teenager in the 21st century. <i>To include:</i></p> <ul style="list-style-type: none">• Rape• Reformed gang members• Real life examples of FGM and forced marriage/honour-based abuse-violence• Unrealistic portrayal of sex in pornography• Living in the wider world - cosmetic surgery <p><i>Intent:</i> We want our students to reflect and understand 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 in relationships.</p>



Appendix 7: Arnold Hill Academy: Key Stage 5 Guidance Programme Overview

YEAR 12			
Half Term/Week	Theme/tagline	Core Theme: Health & Well-being (H) Relationships (R) Living in the Wider World (L)	How?
HT1 W1	How to be an effective sixth former (managing transition and mental health)	Transition Activities H1	Guidance resources Assemblies Competition (?) Folder checks (utilised by subject teachers) Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT1 W2			
HT1 W3			
HT1 W4			
HT1 W5			
HT1 W6			
HT1 W7			
OCTOBER HALF TERM			
HT2 W1	How to be an effective sixth former (managing transition and mental health)	H2-7	Kooth Assembly Guidance resources Inspire day (Peter Radford) Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT2 W2			
HT2 W3			
HT2 W4			
HT2 W5			
HT2 W6			
HT2 W7			
CHRISTMAS			
HT3 W1	Ambitious futures	L1- 4	Careers talks Guidance resources Trips? Future Learn Courses /Mooc Assemblies Work Experience planning? Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT3 W2			
HT3 W3			
HT3 W4			
HT3 W5			
HT3 W6			
FEBRUARY HALF TERM			
HT4 W1	Relationships and Sex Education	R1-5	Inspire day (R5-9) Guidance resources
HT4 W2			

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HT4 W3			Mock preparation Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT4 W4			
HT4 W5			
HT4 W6			
EASTER			
HT5 W1	Healthy lifestyles	H8-9; H13	Healthy lifestyle guidance resources
HT5 W2			
HT5 W3	Work and careers, employment rights (knowing your rights at work)	L5-12	Assemblies (trade union)
HT5 W4			Guidance resources
HT5 W5			Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT5 W6			
MAY HALF TERM			
HT6 W1	Getting ready for UCAS/Apprenticeships/ Careers & learning about the wider world	L1-6	UniFrog/ UCAS/ Apprenticeships Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues)
HT6 W2			
HT6 W3		L23-28 (media literacy)	Inspire day – L13-9
HT6 W4			
HT6 W5			
HT6 W6			
HT6 W7			
SUMMER HOLIDAYS			

YEAR 13			
Half Term/Week	Theme	Core Theme: Health & Well-being (H) Relationships (R) Living in the Wider World (L)	How?
HT1 W1	UCAS/futures With some focus on PSHE	UCAS	UniFrog/ UCAS/ Apprenticeships Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues) Inspire day
HT1 W2			
HT1 W3			
HT1 W4		R11- 13 Consent	Guidance resources External Providers
HT1 W5			
HT1 W6			
HT1 W7			



OCTOBER HALF TERM			
HT2 W1	UCAS/futures With some focus on PSHE	H18-20 Sexual health	Kooth Assembly Guidance resources including UCAS focus Inspire day (Peter Radford)
HT2 W2			
HT2 W3			
HT2 W4			
HT2 W5			
HT2 W6			
HT2 W7			
CHRISTMAS			
HT3 W1	Health focus	H18-24 Sexual Health, drugs, alcohol and tobacco	Guidance resources Assemblies Wider World resources (issues of race, current affairs, gender, LGBT+, environmental issues) Inspire day
HT3 W2			
HT3 W3			
HT3 W4			
HT3 W5			
HT3 W6			
FEBRUARY HALF TERM			
HT4 W1	Student finance support	Finance L13-19	Road safety – Driver awareness Inspire Day Targeted support for Apprenticeship (HOY) Mock preparation Inspire day – H17 (first aid)
HT4 W2			
HT4 W3			
HT4 W4	Transition and preparation to living alone healthily	H8-13 Fresher’s flu Healthy eating Budgeting	
HT4 W5			
HT4 W6			
EASTER			
HT5 W1	Awareness within relationships	R19-25 Bullying, harassment, abuse and discrimination	Guidance resources Assemblies
HT5 W2			
HT5 W3			
HT5 W4			
HT5 W5			
HT5 W6			
MAY HALF TERM			
HT6 W1	Guidance and support offered to students	STUDY LEAVE / EXAMS	
HT6 W2			
HT6 W3			



HT6 W4		
HT6 W5		
HT6 W6		
HT6 W7		
SUMMER HOLIDAYS		

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