

Relationships and Sex Education Policy

Weaverham High School



Approved by: Governing Body

Date: 8th October 2025

Last reviewed on: September 2025

Next review due by: September 2026

Context

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

(DfE - RSE & Health Education Statutory Guidance, July 2025)

RSHE includes teaching about sex, sexuality and sexual health, and develops understanding, mutual respect, love and care; recognising the importance of healthy relationships, marriage, family life and stable, healthy and loving relationships.

Aims / Intent

In line with the updated statutory guidance 'Relationships, Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE guidance (July 2025) we recognise the vital role that effective RSE and PSHCE programmes of study play within the wider personal development of all students. The RSHE curriculum has been reviewed and updated (2025) in line with the consolidated list of recommendations from the above named guidance as well as DfE's 'RSE & Health Education Statutory Guidance', July 2025 as well as the DfE's 'Teaching Relationships Education to Prevent Sexual Abuse' research report (Sept 2024).

We are very aware that children and young people are growing up in an increasingly complex world and living their lives on and offline, as well as engaging and being exposed to different relationships. This presents positive and exciting opportunities, but also presents a variety of challenges and risks.

In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way - as stated by DfE. In conjunction with the school's ethos of 'Safe, Ready, Respect' and the intent of the Personal Development offer at Weaverham High School, RSHE at Weaverham High School aims to provide opportunities for pupils to develop the knowledge, understanding and wisdom they need to lead safe, healthy, independent lives and as a result, become happy and productive citizens who make informed and responsible decisions about their wellbeing, health and relationships.

Objectives

1. To develop pupils' knowledge and understanding of sexual development and health.
2. To develop pupils' knowledge and understanding of the benefits of healthy relationships to their mental wellbeing, confidence and self-esteem.
3. To develop pupils' knowledge about healthier and safer lifestyles in order that they are able to make informed decisions.
4. To develop pupils' knowledge and understanding about the services that are available.
5. To provide opportunities for young people to develop a thorough understanding of consent and respect for others' choices.
6. To enable young people to develop the skills necessary to protect themselves from all forms of exploitation.
7. To enable young people to develop the ability to understand the consequences of their decisions and actions.

Moral Values and Framework

The RSHE programme will reflect the school ethos of Safe, Ready, Respect. It will demonstrate and encourage the following values:

- Respect for self and others
- Tolerance and Respect for difference
- Responsibility for one's own actions
- Responsibility to one's family, friends and the wider community
- The rights of the individual

Content and Implementation

Relationships, Sex and Health Education (RSHE) is delivered throughout Years 7-11 within 'Life' lessons and within Health Education lessons (Year 10) in a non-judgemental, factual way allowing pupils the opportunity to ask questions in a safe, confidential environment. Lessons are delivered in mixed gender groups. A detailed description of the content covered within both 'Life' and Health Education Curricula are outlined in *Appendix 1, 2 & 3 (P.8-16)*.

The curriculum is progressive and spiralled in order to reflect the 'stage and age' of students within Year 7 to 11 covering more complex topics at appropriate times in their development (e.g. Health Education lessons in Y.10). Delivery of RSHE themes is supported by a range of curriculum areas (e.g. RE, PE, Science and English) who cover key strands within their subjects. In line with DfE expectations, these RSHE themes 'should be taught sensitively and inclusively,

with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.'

In order to ensure that content is based on research informed best practice, the school subscribes to the PSHE Association and utilises appropriate RSHE resources (including lesson materials and curriculum evaluation tools). The curriculum is flexible and can be altered accordingly in line with school safeguarding trends/needs, as well as relevant and topical RSHE issues that may be high profile news.

Year 10 pupils are provided with a timetabled lesson of 'Health Education' which allows them to develop a deeper knowledge and understanding of key 'stage-age' appropriate RSHE themes, including consent, pornography and sexual health (*see Appendix 2 on Page 12*).

Sexual orientation and gender is explored at timely intervals and in a clear, respectful and non-judgemental manner. There is equal opportunity to discuss and explore features of healthy same sex relationships.

Resources

- **Teaching Materials:** A wide range of teaching resources are available to teachers via Google Classroom LIFE and Health Ed classrooms. These are based on impartial, research informed practice via PSHE association and other recognised sources. Parents are able to request a review of such resources. This can be arranged by contacting the Health Education coordinator.
- **Staffing:** With regard to RSE, it is important that staff feel as comfortable as possible with the subject matter. The school utilises Year Team Meeting and CPD time to provide RSHE related CPD on 3 occasions per annum. Staff are surveyed annually to inform CPD provision and appropriate training is organised by the Head of RSHE and Assistant Headteacher (Personal Development, Aspiration & Wellbeing). Tutors deliver the LIFE curriculum content during form time and a smaller group of staff from within related subjects deliver Health Education lessons in Year 10
- **Visitors:** The school will follow good practice in making use of other professionals in the delivery of relationships and sex education in order to supplement the taught curriculum and 'bring themes to life'. In so doing they will follow school/LEA policy on the use of visitors.

Roles and responsibilities

RSHE is coordinated by the Health Education coordinator (Megan Hill) in consultation with the Head of RE and Head of Science. The LIFE curriculum is designed and quality assured by the Head of RSHE, Head of Citizenship, Head of Careers with the strategic overview from the Assistant Headteacher (Personal Development, Aspiration and Wellbeing) . The Head of RSHE is line-managed by the Assistant Headteacher (Personal Development, Aspiration and Wellbeing). Life curriculum content is delivered by personal development tutors (teachers) and Health Education in Year 10 is delivered by a smaller group of teaching staff from across a range of related subjects.

All young people are entitled to receive sex and relationship education. The work specified within the science National Curriculum will be delivered within the science curriculum. Both teams will liaise in order to ensure coherence and complementary practice. Furthermore, moral and ethical issues may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal.

Evaluation

The 'Life' RSE and Health Education Programme will be evaluated in the following ways:

- Termly monitoring and evaluation (QA)
- Fortnightly reviews of provision within Line Management meetings (v 10 Step Approach Towards High Quality RSHE provision (see Appendix 4, p.17), contemporary DfE guidance and PSHE Association guidance
- Student voice across all year groups will be gained throughout the programme (and via pastoral teams using BounceTogether Wellbeing voice platform) to inform curriculum design, delivery and impact and within curriculum reviews. In line with DfE recommendations, the pupil voice will be heard both within curriculum design and the evaluation of the quality of delivery.
- Through annual curriculum reviews (including self-evaluation) against PSHE association criteria, lesson observations, staff, student and parental voice by key members of staff as part of the ongoing process of self-review.
- Through regular evaluation of local and national safeguarding and behaviour trends.
- Through regular comparison of Weaverham High School policy and other best practice within Good/Outstanding schools and PSHE association guidance.

The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

Working with Parents

Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The inclusion of relationships and sex education in the curriculum will be complementary and supportive to this role of parents. Some parents may not feel able to discuss sexual matters openly with their children and because of this the school has a responsibility to ensure that all their pupils are prepared for adult life in line with the statutory guidance for RSE. For SEND students it may be necessary to adapt and personalise the delivery so that they are not disadvantaged when compared to their peers.

The school is committed to working with parents as part of its work towards being a healthy school. Parents can, under section 405 of the Education Act 1996, withdraw their child from sex and relationship education lessons:

*“If any parent of any pupil ... requests that she/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except**, in so far as the education is compromised in the National Curriculum, be so excused accordingly until the request is withdrawn.”*

Parents wanting to exercise this right are invited to contact the Headteacher or the teacher responsible for Health Education who will explore their concerns and discuss any impact that such action may have. Curriculum content is shared with parents via website, newsletters and flyers information

Confidentiality

The teaching of sex and relationship education is taught in a sensitive manner and with confidence. It is the responsibility of the school to support young people but no individual should guarantee a child absolute confidentiality.

Young people must be made aware that “confidences” will be shared to the benefit of the young person, in accordance with the Cheshire County Council Code of Conduct for staff. Young people should be made aware that under the **Children Act 1989**, adults “may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. If any concerns arise regarding the welfare of a young person, the school’s safeguarding policy should be applied.

Answering Difficult Questions

Teachers should establish with the pupils a set of ground rules so that pupils are aware of the parameters. These include:

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, refer them to the school nurse, school counsellor, helpline or an outside agency or service.
- If a question is felt to be too explicit, acknowledge it and meet with the young person later.
- If the answer to a question is not known – say so. The class and teacher can research the information together.
- Any concern about sexual abuse should be followed up under the child protection procedures.
- Not disclosing information regarding the teacher's own sexual practice

In answering questions teachers should be careful not to promote any course of action which may be judged controversial.

Impact:

Whilst the impact of many areas of personal development provision – including PSHCE and RSE – are difficult to measure, we believe that our PSHCE and RSE provision and inclusive delivery plays a vital role in enabling the overwhelming majority of our students reach their next steps and (in line with the school's vision for Personal Development and 'Safe, Ready, Respect ethos) - become 'well-informed, safe, successful and respectful members of their communities and a global society.'

As a result of the knowledge and understanding gained within both the curriculum and enrichment opportunities, the vast majority of students work productively within the school's inclusive ethos and are able to develop as person as well as a pupil; demonstrating positive personal and social attributes both as a current student and within the next stages of their personal development journey. Latest destination data supports this belief and indicates that 97% of students were successful in gaining their chosen 'next steps'.



Personal Development at Weaverham High School



** New Topics for 25/26

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Year 7	Year 8	Year 9	Year 10	Year 11
 Safety in School, Consent & Online Safety, Friendships, Healthy Relationships, Families, Discrimination, Protected Characteristics, Gender Stereotypes, Child on Child Abuse.	Healthy Relationships, Consent, Sexting, Coercive Control, Online Grooming, County Lines, Hierarchy, Friendship and Banter.	Gangs, Exploitation, Healthy Relationships, Media Portrayal of Relationships, Consent, Pregnancy, Emotional Literacy.	Child Sexual Exploitation, Sexting, Consent, Rape, Pornography, Body Image, Alcohol and Drug Abuse, County Lines, Influencer Culture.	Family Structures & Change, Healthy Relationships, Handling Unwanted Attention, Domestic Violence, Radicalisation.
 Coping Strategies, Hygiene, Healthy Lifestyle, Puberty & Consent, FGM and HBV.	Addiction, Legal Highs, Mental Health, Self-Worth, Positive Body Image, Eating Disorders, Self-Harm.	Risks of Alcohol and Drug Abuse, Vaping & Vape Spiking, Gambling, Contraception.	Resilience, Mental Health Stigma & Stereotype, STIs, Contraception, Cancer Screenings, Organ Donation, Road Safety, Gambling, Finances & Debt.	Mental Health, Cosmetic & Aesthetic Body Alterations, Exam Stress.
 Who Am I? Interests, Skills and Achievements, Exploring Dream Jobs (Dream Big), What is a Career? Unifrog information	What Are My Interests? Personal (Employability) Skills, Job Applications, Building a (Superhero) CV (Unifrog), Rewards of Working, Challenges of Working.	Post-14 Course Options: Owning Your Career Journey, Personal Skills linked to KS4 Options Pathways (Unifrog), Managing Your Money, Labour Marketing Information.	Post-16 & 18 Options /The World of Work: Work Practices, Preparing for Work Experience, Career Options, Work Experience, Unifrog Post 16 Intentions.	Actioning Aspirations: Post-16 Pathways, Application Process, Employability Skills, Volunteer Work, Unifrog Post 16 and Post 18 Intentions
 British Values, Citizenship, Community, Discrimination and the Law, Human Rights, Precious Liberties, Local Council.	British Values, Civil vs Criminal Law, The CPS, Crime, The Justice System, Anti-Social Behaviour, Citizens Responsibilities and Rights.	British Values, UK Political System, UK Parliament Voting System, The Monarchy, Volunteer Groups, Devolution, Radicalisation/Prevent.	British Values, Democracy, Systems of Government, Voting, Protest, Trade Unions, Fake News & the Press, European Union Commonwealth, UN and NATO.	British Values, The Court System, International Crime, Expenditure, Financial Literacy

Appendix 2: Weaverham High School Health Education Curriculum Overview



Health Education Curriculum Plan and Programme of Study.

Curriculum Intent: Please refer to our Curriculum intent document which summarises our rationale and vision for *Health Education* at Weaverham High School.

Overview

Schedule of learning	Learning Objectives	Connect	Convey and Create What is the Learning plan?	Consolidate	Resources to support / challenge
Week 1-2 Consent	-To recognise what enthusiastic consent looks and feels like -To assess the importance of readiness for intimacy as an individual and as a couple -To explain the role that communication and respect play in healthy relationships and consent	-On their table get pupils to write down all the words used for sexual parts of the body (including slang) -Baseline assessment: understanding of intimacy and how people show when they are/aren't comfortable	-Building intimacy cards (physical and emotional intimacy). Ranking the stages of intimacy. Pupils discuss as a group which examples are the most and least intimate. Class discussion for feedback to highlight each of us have differing opinions. -Read through enthusiastic consent scenarios together. Explain to students that, as they have just seen, people have different preferences about what intimacy they enjoy, and this can affect consent. So, knowing what enthusiastic consent looks and feels like is important, as people establish intimacy together. - Pupils choose one of the scenarios that they felt 'May be consensual but needs to be checked'. To follow up with 'Tea and Consent' video to highlight the importance of communication -Discussion into the age of consent and the law within the UK.	- Share with the person they sit next to one thing they have learnt this lesson that they didn't know at the start. - Pupil feedback thumbs up, down or neutral for achievement of the lesson objectives. -Reflect on baseline assessment grid from Connect task.	-Differentiated questions -HAPS- Explain why they agree with statements. -Class discussions -Mixed ability grouping
Week 3-4 Sexting	-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	-Watch video and discuss starter questions on slide. -Pupils then pick a question on slide 2 and answer them.	-What is sexting? Pupils to define in own words - Pupils decide what they think are the top 3 reasons people participate in sexting. - Clip 1 (teen voices): The pupils should watch and explain what the video is telling them, this is followed by an explanation of the law. -Pupils read through and decide which of the options are the most common reasons for sexting. Pupils give reasons why they think this. Class feedback on opinions. -Clip 2: Pupils should watch and note down the consequences of sexting. This is followed by an explanation of the law and the 2015 update on revenge porn. -Clip 3: Pupils should watch and answer questions on the worksheet about the consequences of sexting and revenge porn. -Clip 4: Pupils introduced to upskirting and what the law says about it. -Pupils complete activity on advice they could give to people feeling pressured into sexting.	-Pupils to pick a scenario and give advice to the young person on how they should deal with this problem.	-Differentiated questions -Class discussions -Mixed ability grouping -Video showing real life scenarios

Week 5-6 Grooming (Child Sexual Exploitation)	-Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE. -Describe three most important red flags for both online and offline safety which suggests cases of CSE. -Explain the manipulation techniques used by abusers and why we should leave the investigation to the authorities.	-Pupils to read scenario and answer the three questions in response to the scenario.	-Clip 1: Pupils watch video that highlights that CSE happens to both boys and girls. -As a class, pupils will read through the information sheet on the warning signs of CSE, the law and what to do if you suspect a case of CSE. -Clip 2: Pupils watch video of Brandon's story of CSE. They will then answer questions using both the information from the clip and the information sheet to help them. Class feedback on answers. -Pupils will then be given time to have partner discussion on the questions for task 3. Pupils can use the 'keeping safe guide' on page two of the information sheet to guide discussion. Class feedback on answers. -Teacher to highlight CEOP website as a place of support. -Revisiting scenario from connect task. Teacher to go through scenario again. Pupils complete the three tasks on the slide with new knowledge on CSE.	-Literary focus: pupils respond to the statement 'it is everybody's responsibility to report possible cases of CSE'.	-Differentiated questions -Class discussions -Mixed ability grouping -Video showing real life scenarios
Week 7-8 Rape	-Understand and explain what is meant by the term consent. -What the term consent means within a relationship. -Know how to get help if they are experiencing abuse or how to support a friend who may be experiencing abuse.	-Myths true or false questions with a class discussion about why they are all false -Show rape prevention advert	-Define consent, rape and sexual assault - Discuss statistics of rape. What shocks the students, what aren't they shocked by. Discussion into why so few rapes are charged. -Clip 1: pupils to watch clip on the issues for the victims of rape in the UK. Pupils to answer questions following the clip to check understanding. -Teacher to highlight that not all rape is violent and instead a victim can be made to feel guilty for not consenting. -Consequences of rape for the victim and the person committing the crime. In groups reflect on consequences and complete a table.	-Reinforce support network e.g. rape crisis, Samaritans	-HAPS: justify answers -Differentiated questions -Class discussions -Mixed ability grouping -Group activities
Week 9-10 Date Rape	-Identify how rape and sexual assaults can take place, methods used by rapists and abusers and how we can report them to authorities. -Describe how we can look out for red flags, take preventative measures to protect ourselves and friends from danger and where we can find further support.	-Pupils read the scenario and answer the three questions in response to the scenario. -Define rape and date rape drugs.	-Pupils to read information sheet about date rape, the different types of sexual assault and how we can report such serious instances to the authorities. Pupils will do this independently due to the sensitive nature of the content. -Using the information, pupils are to copy and complete the mind map to summarise the key points of the information sheet. -Clip 1: pupils to watch date rape safety video of a party scenario. Pupils then answer questions in response to what they have seen.	-Pupils give time to draft a response to the statement. Class discussion to summarise the learning on the lesson.	-HAPS: justify answers -Differentiated questions -Class discussions -Mixed ability

	-Explain how we can take preventative measures to protect ourselves and friends from danger as well as what the consequences can be for perpetrators as well as victims.		-Clip 2: pupils to watch news clip on the rise of GHB being used as a date rape drug. Pupils then answer questions in response to what they have seen. -Discussion on 'Check Your Drink' drink spiking kits. -Pupils draw snapshots of red flags they might see from an abuser/potential rapist. Pupils then answer questions to justify their reasoning.		
Week 11-12 Contraception (1)	-Consolidate understanding of the different methods of contraception. -Examine aspects of responsible sexual behaviour. -Describe sexually healthy actions and choices.	-Name as many contraception methods as possible on a spider diagram - Teacher to discuss what each one is.	-Definition of contraception, why it is used and where it can be accessed. -Pregnancy and contraception myths class discussion. -Pupils watch the video and add to their spider diagram. -Research task to complete a table about the different forms of contraception to include how they work, effectiveness, advantages and disadvantages. -After this the teacher will present what the forms of contraception look like	-Discussion: What have I learnt from the lesson? -Complete assessment grid	-Group activities -Differentiated questions -Class discussions -Mixed ability grouping
Week 13-14 Contraception (2)	-Be able to give instructions on how to put on a condom. -Begin to explore factors that contribute to 'safer sex'. -Identify advantages and disadvantages to using condoms	-Pupils to do retrieval on previous lessons and answer 'how can pregnancy be prevented?'	-Discuss the difference between male condoms, female condoms and dental dams and how they can be used in same sex relationships. Pupils to watch clip 1 and clip 2 on this topic. -Demonstration of how to put a condom on the demonstrator. -Pupils to sort the order of how to put on a condom. -In groups they have a go at putting a condom on a demonstrator and give feedback to each other. -Condom Olympics- range of activities to address common misconceptions about condoms and condom use. Go through common excuses from Brook to address common misconceptions.	-Class discussion about advantages and disadvantages of condoms. -Complete table of advantages and disadvantages of condoms.	-Practical activities -Differentiated questions -Class discussions -Mixed ability grouping
Week 15-16 STIs	-To know what an STI is. -To be able to identify the symptoms of a variety of sexually transmitted infections -To know what to do in the event of contracting a sexually transmitted infection	-What is the advert trying to say?	-Pupils to create a mind map of STIs they have already heard of. Class feedback to collaborate ideas. -What is an STI -Clip 1: how to identify when you have an STI and how you will be tested. - Pupils to read through information on STIs and to fill out the table they have been given on different STI symptoms, how it is spread and how it is cured. -Clip 2: how to protect yourself against HPV. - STI game to show how quickly STI's can spread - Discuss misconceptions from the STI game -Where to get contraception from in local area	-To conclude- Are there any questions that they have? -Discussion on how STIs can present in throat from oral sex	-STI practical game -Group work -Differentiated questions -Class discussions -Mixed ability grouping

Week 17-18 HIV and AIDs	-To know what HIV is. -To know the difference between HIV and AIDS. -To raise awareness of the stigmas and prejudices people with HIV face.	-What is the link between the pictures? - Definition of HIV given -HIV prior knowledge quiz.	-HIV and AIDS difference -Clip 1: how have attitudes towards the LGBT+ community changed since the AIDS crisis? -Go through information about HIV to remove any stigma that there may be about AIDS. Facts presented about who can contract HIV and what life is like living with HIV. -Facts sheet provided to students. They have 20 minutes to make a summarised information page about HIV. -Discuss stigma and discrimination. This is done with the use of 2 scenarios. These are put up on the board and this allows for class discussion.	- Discussion point: Why is it important to address the stigma with HIV. -True and false quiz to check understanding	-Differentiated questions -Class discussions -Mixed ability grouping -Decision making skills developed -HAPS: justify answers
Week 19-20 Porn	-To define pornography. -To understand the law related to pornography. -Explore how access to pornographic material can affect attitudes and beliefs towards sex, relationships, self and others.	-Re-affirm classroom ground rules to ensure the topic is dealt with seriously. -Discuss: When you hear the word 'porn' what do you think of? Write down definitions together.	-Attitude continuum. What is their gut reaction to each of the statements about pornography? -Clip 1: pupils watch clips on the method that is used in the Netherlands. Class discussion on whether they agree or disagree with this. -Pupils to look at and discuss the images showing 'how sex sells'. -Class discussion into the positives and negatives on porn and how it has changed over the past few decades. Statistics to be shown to support this discussion. After discussion and statistics, pupils write responses to the same questions. -Reflection on previous learning on consent – how is consent, emotion, respect, negotiation and contraception shown within porn?	-Planet Porn activity where students sort the cards into what is real and what is seen in porn. It is important to discuss how the messages seen in porn do not show normal healthy relationships.	-Differentiated questions -Class discussions -Mixed ability grouping -Card sort
Week 21-22 Body image	-Outline what self-esteem is -Explain how our body image can affect our self-esteem. -Evaluate what impact cyberbullying can have on body image and self-esteem and how we can get help.	-Text on the board discussing statistics on how the British public view their own body image. Pupils respond to the text.	-Pupils respond to images on the screen: What is the ideal body image? What do you think is wrong with the advert- Are you beach ready? -Discuss with support from statistics how mental health and body image are connected. -Write down what they feel about their image in a positive and negative way and then say something positive about their neighbour. -Discuss how social media can affect your body image -Watch 25 mins of JN doc and whilst doing this make notes. Class reflection on how social media affected JN and how she could reduce body image issues.	-Pupils respond to the statement 'adverts should put different examples on all their adverts to improve body image'. -Teacher to highlight help from Young Minds and Be Real Campaign	-Differentiated questions -Class discussions -Mixed ability grouping
Week 23-24 Screening	-To consider and challenge preconceptions about male and female health	-Typically male or typical female class discussion.	-First focus on testicular cancer. What is it, pupils to answer and discuss.	-Complete discussion points and ensure that the pupils complete this on their sheet.	-Differentiated questions -Class discussions

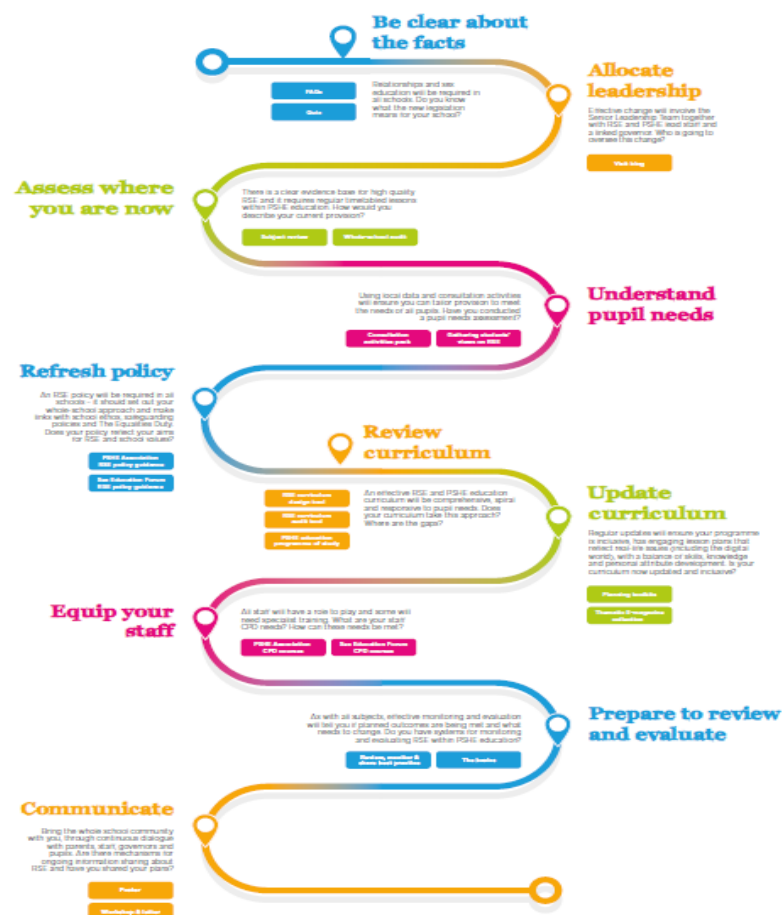
	-Information and facts about aspects of male and female health -Ways in which young men and women can carry out examination for testicular and ovarian cancer	-Go through answers and any misconceptions that the children have.	-How to self-examine. Pupils watch the clip and explain how to examine the testicles for lumps. -Teacher hands out mini testies so that pupils can feel how small the lumps may feel. -Second focus is on HPV and cervical cancer- What is it and who does it affect? The pupils answer questions. -Discussion around the information that HPV can affect men and women in different ways so both sexes must be aware of this information. -Pupils watch the screening clip so they understand what a smear is. It is important to stress to the pupils that this is not a painful examination, it is very short and very important that they go for screening. -Teacher to show the pupils what the equipment for a smear looks like and how it is used. -Pupils write short summaries of learning using the keywords provided.	- Complete assessment grids	-Mixed ability grouping
Week 25-26 Alcohol	-To understand alcohol and the law. -Understand that alcohol has different strengths. -To understand the importance of responsible drinking in relation to units.	-True or False quiz about common misconceptions about alcohol	-Assessment grid: what do the pupils already know about the short- and long-term effects of substances such as alcohol and drugs. -Alcohol and the law, legal drinking age, consequences of breaking the law. -How does alcohol affect the body- watch clips -Read scenarios and answer questions about the young people. -Put bottles of different drinks into what they think is strongest to weakest. How would they know? What information is on bottles? -Two volunteers measure out what they think a unit of vodka would be, what a unit of wine would be and what a unit of beer would look like. Pour their drinks into the measure cups and see that they probably poured significantly more than what a unit is. -Alcohol clock game	-Answer questions that summarise the lesson.	-Differentiated questions -Class discussions -Mixed ability grouping -Sorting bottles into ABV order -Practical measuring out of what a unit is
Week 27-28 Drugs	-To understand the reasons why people take drugs -To know what cannabis is and the effects it can have. -To understand the different classifications of drugs and the legal implications	-Verbal tennis: pupils will try and list as many different drugs as they can think of. A list will then be shown of all the different drugs they could have said.	-Why do people take drugs? Pupils write down both physical and social reasons as to why people take drugs. Class discussion for feedback. -Introduce the drug classification categories, punishments and fines. -Go through facts about drug use within the UK and the harm that taking drugs can cause. -Introduce cannabis, the different forms and the active ingredient.	-What would you do if a friend was going to take drugs? -Strategies to avoid the use of drugs -Point to TalkToFrank for information and advice.	-Differentiated questions -Class discussions -Mixed ability grouping -Real life stories in videos

			-Go through the short and long term effects of taking cannabis. -Watch a video clip of taking cannabis and how it affected a young persons' life. Create a spider diagram of the negative effects. -Can use drug goggles so the pupils know that they are not in control when on drugs		
Week 29-30 Organ Donation	-To be able to give a definition of organ and tissue donation, a transplant, a recipient and NHS Organ Donor Register -To be able to describe how a person can become an organ and tissue donor -To be able to identify some key points to consider when talking about organ and tissue donation.	-What do you know about organ and tissue donation? -Go through the quotes and highlight the positives and negatives.	-True or False: pupils will go through the statements about organ and tissue donation and decide if they are true or false. Class discussion to go through answers and discussion into misconceptions. -Pupils define organ and tissue donation and discuss the questions around this issue. -Pupils define organ and tissue transplants and discuss the questions around this issue. -Introduce opt out system introduced in 2020. Watch clip 1 this. -Using an information sheet, pupils will answer questions on the opt out system. -Watch clip 2 and 3 on the advantages and disadvantages of the updated opt out system.	-'Is it right to give our organs away after death?' Pupils will respond to the statement.	-Differentiated questions -Class discussions -Mixed ability grouping -Real life stories in videos
Week 31-32 Road Safety	-To outline what safe driving is. -To explain how you can take precautions when you pass your test to ensure you are safe -To evaluate how some people have come to harm through their actions when driving.	-Pupils answer questions on statistics on road traffic accidents. Teachers go through answers with additional information to support answers.	-Sophie Morgan's story: pupils watch a video on Sophie's story and see what happens when people take risks when driving. Pupils then answer questions after they have seen the story. -What can be a distraction to drivers or cause harm to others? Pupils create a mindmap and feedback as a class. -Discussion into law on phones while driving and handsfree -Create a tip list for new drivers, thinking about what drivers should consider and the impact these tips could have.	-Pupils complete a quiz on learning from the lesson.	-Differentiated questions -Class discussions -Mixed ability grouping -Real life stories
Week 33-34 County Lines	-To develop increased awareness of County Lines criminal activity in relation to drugs.	-Retrieval quiz as game in pairs -Baseline assessment grid.	-What is county lines? Show map of county lines networks. -Cuckooing: what is it and how to spot the signs of cuckooing. -Class discussion about how gangs recruit people into county lines and who is normally targeted. -Using information sheet, pupils will answer questions on slide. Class discussion and cold calling to feedback answers. -Clip 1: pupils will watch Nicole's story about county lines. While watching they will copy and complete the	-Clip 2: Pupils watch stories of young people involved in county lines and evaluate how county lines can be stopped. -Who can I speak to? Information about where to report suspected county lines cases to.	-Differentiated questions -Class discussions -Real life stories -Mixed ability grouping

			table on why people join and what the criminals will give them. -Match up keywords to the definition. Pupils will then decode the text message with knowledge of keywords.		
Week 35-36 Gambling	-To assess risk in the context of gambling-related behaviours -To evaluate the impact of peers and the media on gambling behaviours. -To understand 'impulsivity' and 'delayed gratification' and know the difference between recreational and problematic gambling behaviours.	-Pupils read scenario and answer the questions. -Baseline confidence checker.	-Collectively decide the definition for gambling following discussion questions. -Mindmap on the different types of gambling. Class discussion to go through answers. -Revisit scenario from connect task - answer questions on slide. -Risks: pupils fill in table to evaluate different risks in groups. Pupils evaluate how we decide whether a risk is worth it. Class discussion feedback. -Gambling scenario: pupils to answer questions individually. -Gambling and the law -Online gambling: discussion into the benefits and risks -Group discussion of statement "all forms of gambling should be banned"	-Mind map on everything they have learned about gambling. Use coloured pen to circle the three most important. -Information on where to find support on gambling addictions. -Reflection statements - pupils pick two statements and share with their partner what they have learned.	-Differentiated questions -Class discussions -Mixed ability grouping -Real life stories
Week 37-38 Finances and debt	-Identify a range of different values and attitudes relating to money and debt. -Recognise, assess, and manage the risks associated with financial decisions and illegal financial exploitation. -List some strategies about how to manage emotions in relation to money. -Evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.	-Is it ok to get into debt? Pupils go through examples with their opinions -As a class, go through what is seen as acceptable debt, sometimes ok and debt to avoid.	-50:30:20 rule. Pupils to put examples into the categories need, want and savings. -Case study: Sophia. Pupils look at Sophia's life and the way she spends money. Pupils to complete 50:30:20 for Sophia. -Money advice - what is good or bad advice for Sophia? -Money risks: go through risks and consequences	-Read through three case studies and identify negative feelings and what can be done about them -Go through organisations that can help with debt	-Differentiated questions -Class discussions -Mixed ability grouping -Decision making skills developed -HAPS: justify answers

Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



Appendix 4:

10 Step Approach Towards Securing High Quality RSHE Provision – utilised for Self-Evaluation/QA processes