

# Eastbrook School



## Relationships and Sex Education (RSE) Policy

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*Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update*

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Issued by: Head Teachers

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**Please note we are preparing for changes in line with statutory expectations, ready for September 2026.**

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## 1. Vision & Objectives

### Vision

At Eastbrook School we believe that our high-quality Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging our primary or secondary students to become sexually active nor is it about promoting any particular lifestyle or relationship choice. Instead, our RSE offer is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Eastbrook School is pioneering an innovative curriculum fit for the world in modern Britain, which our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex in a safe environment. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Eastbrook School we are committed to the important role that RSE plays in students' holistic education and across both schools we aim to deliver an aligned and developmentally progressive curriculum. The theme of consent underpins all of our RSE workshops and modules. We introduce all students to the importance of consent right from the beginning of their learning journey in Reception and this is revisited on a yearly basis and adapted to the age of each year group all the way through.

### Objectives

At Eastbrook School our Relationships and Sex Education Programme seeks to:

- Be age appropriate and fully inclusive, differentiated to the needs of all students including our EAL and SEN students. This includes any disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Prepare students for the changes in their body and emotions related to puberty
- Provide students with an age-appropriate understanding of sexual and reproductive biology and human reproduction
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBTQ+ inclusive)
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

## 2. Legal Requirements

Eastbrook is an all through school, offering education from Reception to Year 13, as a result, it ensures its RSE curriculum meets the statutory requirements for both maintained primaries and secondaries.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996 and the Children and Social Work Act 2017.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. At Eastbrook Primary and Secondary school, we teach RSE as set out in this Act.

Whilst explicit sex education is not compulsory in primary schools, it is taught to Eastbrook primary students as we believe that this knowledge empowers and protects children as long as it is age-appropriate.

## 3. Course Content

Our RSE curriculums are published on our school website and detailed content of the Relationships & Sex curriculums will be made available to parents upon request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*** (See appendix 2 for our programme of study in each year group).

The primary school closely follows the Jigsaw PHSE scheme of work for RSE, although it is adapted and tailored to meet the needs of our students at Eastbrook:

- Family
- Respectful relationships
- Online and media
- Positive mental well being
- Being safe
- Changes occurring in bodies and moods during puberty
- Conception to birth of a child (Human reproduction)

The secondary school follows a bespoke RSE curriculum designed and tailored to our student's needs with focus on:

- Healthy Relationships
- Communication
- Sexual Health
- Being Safe online and in person
- Where to go for help and advice

### RSE curriculum for SEN students

Where possible all students will remain within their class for RSE lessons. Students with SEN or other students who have been identified as likely to need support with RSE will receive support according to the direction of the PSHE lead and SENCO. The SENCO, PSHE lead or Head of PROUD and class teacher will make the relevant plans at the start of each academic year, in liaison with parents.

#### **4. Sensitive or Controversial Topics**

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, objectively, sensitively and in such a way that takes the context into account. In all circumstances, teachers will use their professional judgement and refrain from giving any personal opinion.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside of the whole class setting.
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.
5. Teachers and students will show respect for all genders, sexualities and different types of families.
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

#### **5. Organisation and Delivery**

In the primary phase, Relationships & Sex Education is taught in:

1. Reception – Year 6, during PSHE lessons. There will usually be 2- 3 explicit Sex Education lessons taught during the second half of the summer term, by the regular class teacher in addition to the ongoing Relationship Education delivered throughout the year. Dates when the explicit Sex Education lessons will be taught will be communicated to parents in advance.
2. All students within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
3. Identified SEN students will receive a differentiated RSE programme as required (outlined in section 3- Course Content).
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. Training and support is provided to all teachers in advance of the lessons.
5. We will work alongside external specialist organisations, consultants and healthcare professionals, as necessary, to ensure our curriculum reflects current best practice.

In the secondary phase, Relationships & Sex Education is taught in:

1. Timetabled lesson twice per fortnight for Year 7, and 8. Year 9s, 10 and 11 are taught 1 lesson per fortnight. Year 12 and 13 deliver PSHE weekly during tutorial sessions.
2. Behavioural understanding and awareness will also be delivered as part of our SMSC assembly programme in line with our Character Education (Personal Development Curriculum) and HOYs.
3. All students within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
4. Identified SEN students will receive a differentiated RSE programme as required (outlined in section 3 Course Content).

5. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. Training and support is provided to all PROUD teachers in October and January by the HOD of PROUD and our Safeguarding Leads.
6. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

## **6. Roles and responsibilities**

### **The governing board**

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

### **The Headteacher**

The Headteachers are responsible for ensuring that RSE is taught consistently across both schools, and for managing requests to withdraw students from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes towards RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the statutory components of 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 Headteacher of their phase.

Both our Jigsaw and Proud Curriculums, including RSE, are taught by all teaching staff.

### **Students**

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

## **7. Working with Parents**

We are required to consult with parents before making changes to our RSE policies and curriculum and do this consistently across both phases.

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters. Our parents have been consulted about the development of this policy.
2. Our RSE programme is outlined in our school website through our subject roadmaps and curriculum summary. Parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school (i) & (ii). However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's class teacher in the primary setting or Head of Year in the secondary setting, who will invite the parent to a meeting to discuss their concerns

and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher.

4. Any child withdrawn from explicit Sex Education lessons will be provided with age-appropriate work of educational value to complete in another classroom. Parents do not have the right to withdraw their children from Relationships Education. Eastbrook School stands firmly by its philosophy that all children should be valued and included.

- i Sex Education is explicitly delivered at Eastbrook Primary School through the following topics:

| <b>Topics</b>     | <b>Year</b>               | <b>Covered in the Primary Science Curriculum</b>                           |
|-------------------|---------------------------|----------------------------------------------------------------------------|
| The Human Body    | Years R, 1, 2,3, 4, 5 & 6 | Years R, 1, 2, 3, 4, 5 & 6 – implicitly through ‘Animals including Humans’ |
| Puberty           | Year 5                    | Year 5 - Puberty                                                           |
| Pregnancy & Birth | Year 5                    | Year5 – Gestation periods and foetal development                           |

- Detailed lessons and resources can be shared upon request in meeting with the Primary PSHE Lead.

- ii Sex Education is explicitly delivered at Eastbrook Secondary School through the following topics:

| <b>Topics</b> | <b>Year</b>               | <b>Covered in the Secondary Science Curriculum</b> |
|---------------|---------------------------|----------------------------------------------------|
| Puberty       | Year 7 & 8                | Year 7 Science – Reproductive Systems              |
| Conception    | Year 8                    | Year 7 Science                                     |
| Contraception | Year 8, 9, 10, 11, 12, 13 | Year 9 & 10 Biology                                |
| Masturbation  | Year 8                    | -                                                  |
| Sexual Health | Year 9, 10, 11, 12, 13    | Year 9 & 10 Biology                                |
| Sex           | Year 10, 11, 12, 13       | Year 10 Biology                                    |

- Detailed lessons and resources can be shared upon request in meeting with Head of PROUD/SLT.

## 8. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead. Confidentiality can never be promised in the instance of a safeguarding concern and safeguarding concerns can arise from the discussions involved in RSE teaching.

## 9. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

## 10. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors annually.

Any alternation to the RSE policy will be formally discussed with parents.

#### **11. Linked Policies**

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy



## Appendix 1: Statutory RSE curriculum from the DfE

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

### By the end of primary school:

#### **Families and people who care for me**

Students should know:

F.1 - that families are important for children growing up because they can give love, security and stability.

F.2 - 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.

F.3 - 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.

F.4 - 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.

F.5 - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F.6 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

(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)

## **Caring friendships**

Students should know:

CF.1 - how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF.2 - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF.3 - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

CF.4 - 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.

CF. 5 - how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

Students should know:

RR.1 - 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.

RR.2 - practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR.3 - the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness.

RR.4 - 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.

RR.5 - 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.

RR.6 - what a stereotype is, and how stereotypes can be unfair, negative or destructive.

RR.7 - the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

Students should know:

OR.1 - that people sometimes behave differently online, including by pretending to be someone they are not.

OR.2 - 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.

OR.3 - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

OR.4 - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

OR.5 - how information and data is shared and used online.

## **Being safe**

Students should know:

BS.1 - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

BS.2 - 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.

BS.3 - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

BS.4 - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

BS.5 - how to recognise and report feelings of being unsafe or feeling bad about any adult.

BS.6 - how to ask for advice or help for themselves or others, and to keep trying until they are heard.

BS.7 - how to report concerns or abuse, and the vocabulary and confidence needed to do so.

BS.8 - where to get advice, for example family, school or other sources.

**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:

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families</b> | <p>Students should know</p> <p>F.1.- that there are different types of committed, stable relationships.</p> <p>F.2 - how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>F.3 - what marriage is, including their legal status – for example, 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.</p> <p>F.4 - why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>F.5 - the characteristics and legal status of other types of long-term relationships.</p> <p>F.6 - the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>F.7- 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), how to seek help or advice, including reporting concerns about others, if needed</p> |
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| <b>Respectful relationships, including friendships</b> | <p>Students should know</p> <p>RS.1 -the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict and reconciliation and ending relationships, this includes different (non-sexual) types of relationship</p> <p>RS.2 - practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RS.3 - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>RS.4 - 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</p> <p>RS.5 - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>RS.6- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>RS.7 - what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>RS.8 - 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</p> |
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|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Online and Media</b> | <p>Students should know:</p> <p>OM.1 - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>OM.2- 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</p> <p>OM.3 - not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>OM.4 - what to do and where to get support to report material or manage issues online</p> <p>OM.5 - the impact of viewing harmful content</p> <p>OM.6 - that specifically sexually explicit material, for example 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</p> <p>OM.7 - that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>OM.8 - how information and data is generated, collected, shared and used online</p> |
| <b>Being Safe</b>       | <p>Students should know:</p> <p>S.1 - 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.</p> <p>S.2 - 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intimate and sexual relationships, including sexual health</b> | <p>Students should know:</p> <p>IS.1 - 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</p> <p>IS.2 - that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>IS.3 - the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</p> <p>IS.4 - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>IS.5 -that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>IS.6 - the facts about the full range of contraceptive choices, efficacy and options available</p> <p>IS.7 - the facts around pregnancy including miscarriage</p> <p>IS.8 - 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)</p> <p>IS.9 - how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>IS.10 - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> |
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|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Law</b> | <p>Students should know:</p> <p>L.1 – marriage</p> <p>L.2 - consent, including the age of consent</p> <p>L.3 - violence against women and girls</p> <p>L.4 - online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</p> <p>L.5 – pornography</p> <p>L.6 – abortion</p> <p>L.7- sexuality</p> <p>L.8 - gender identity</p> <p>L.9 - substance misuse</p> <p>L.10- violence and exploitation by gangs</p> <p>L.11 - extremism and radicalisation</p> <p>L.12 - criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</p> <p>L.13 -Hate crimes</p> <p>L.14 - Female genital mutilation</p> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Appendix 2: RSE Programme of Study at Eastbrook Primary School

| Year Group/Key Stage | RSE Topics in the Eastbrook Primary Curriculum                                                                   | RSE Theme (from the 2020) the statutory guidance                                                                            | Content covered from the 2020 statutory guidance for primary schools (*coded)                                                                                                              | Curriculum Area in which this is delivered |
|----------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| EYFS- RECEPTION      | Being Me in My World<br>Celebrating Difference<br>Dreams and Goals<br>Healthy Me<br>Relationships<br>Changing Me | Families and people who care for me<br>Caring friendships<br>Respectful relationships<br>Online relationships<br>Being safe | F.1, F.2, F.3, F.4, F.5, F.6<br>CF.1, CF.2, CF.3. CF.4, CF.5<br>RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7<br>OR.1, OR.2, OR.3, OR.4, OR.5<br>BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 | In class with Class Teacher                |
| KEY STAGE 1 – YEAR 1 | Being Me in My World<br>Celebrating Difference<br>Dreams and Goals<br>Healthy Me<br>Relationships<br>Changing Me | Families and people who care for me<br>Caring friendships<br>Respectful relationships<br>Online relationships<br>Being safe | F.1, F.2, F.3, F.4, F.5, F.6<br>CF.1, CF.2, CF.3. CF.4, CF.5<br>RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7<br>OR.1, OR.2, OR.3, OR.4, OR.5<br>BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 | In class with Class Teacher                |
| KEY STAGE 1 – YEAR 2 | Being Me in My World<br>Celebrating Difference<br>Dreams and Goals<br>Healthy Me<br>Relationships<br>Changing Me | Families and people who care for me<br>Caring friendships<br>Respectful relationships<br>Online relationships<br>Being safe | F.1, F.2, F.3, F.4, F.5, F.6<br>CF.1, CF.2, CF.3. CF.4, CF.5<br>RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7<br>OR.1, OR.2, OR.3, OR.4, OR.5<br>BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 | In class with Class Teacher                |
| KEY STAGE 2 – YEAR 3 | Being Me in My World<br>Celebrating Difference<br>Dreams and Goals<br>Healthy Me<br>Relationships<br>Changing Me | Families and people who care for me<br>Caring friendships<br>Respectful relationships<br>Online relationships<br>Being safe | F.1, F.2, F.3, F.4, F.5, F.6<br>CF.1, CF.2, CF.3. CF.4, CF.5<br>RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7<br>OR.1, OR.2, OR.3, OR.4, OR.5<br>BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 | In class with Class Teacher                |
| KEY STAGE 2 – YEAR 4 | Being Me in My World<br>Celebrating Difference                                                                   | Families and people who care for me                                                                                         | F.1, F.2, F.3, F.4, F.5, F.6<br>CF.1, CF.2, CF.3. CF.4, CF.5                                                                                                                               | In class with Class Teacher                |

|                         |                        |                                        |                                                |                                                               |
|-------------------------|------------------------|----------------------------------------|------------------------------------------------|---------------------------------------------------------------|
| KEY STAGE 2 –<br>YEAR 5 | Dreams and Goals       | Caring friendships                     | RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7       | In class with Class<br>Teacher                                |
|                         | Healthy Me             | Respectful relationships               | OR.1, OR.2, OR.3, OR.4, OR.5                   |                                                               |
|                         | Relationships          | Online relationships                   | BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 |                                                               |
|                         | Changing Me            | Being safe                             |                                                |                                                               |
|                         | Being Me in My World   | Families and people who care<br>for me | F.1, F.2, F.3, F.4, F.5, F.6                   |                                                               |
| KEY STAGE 2 –<br>YEAR 6 | Celebrating Difference |                                        | CF.1, CF.2, CF.3, CF.4, CF.5                   | In class with Class<br>Teacher/<br>PSHE Lead (Changing<br>Me) |
|                         | Dreams and Goals       | Caring friendships                     | RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7       |                                                               |
|                         | Healthy Me             | Respectful relationships               | OR.1, OR.2, OR.3, OR.4, OR.5                   |                                                               |
|                         | Relationships          | Online relationships                   | BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 |                                                               |
|                         | Changing Me            | Being safe                             |                                                |                                                               |
|                         | Being Me in My World   | Families and people who care<br>for me | F.1, F.2, F.3, F.4, F.5, F.6                   |                                                               |
|                         | Celebrating Difference |                                        | CF.1, CF.2, CF.3, CF.4, CF.5                   |                                                               |
|                         | Dreams and Goals       | Caring friendships                     | RR.1, RR.2, RR.3, RR.4, RR.5, RR.6, RR.7       |                                                               |
|                         | Healthy Me             | Respectful relationships               | OR.1, OR.2, OR.3, OR.4, OR.5                   |                                                               |
|                         | Relationships          | Online relationships                   | BS.1, BS.2, BS.3, BS.4, BS.5, BS.6, BS.7, BS.8 |                                                               |
|                         | Changing Me            | Being safe                             |                                                |                                                               |

## Appendix 2: RSE Programme of Study at Eastbrook Secondary School

| Year Group/Key Stage | RSE Topics in the Eastbrook School Curriculum | RSE Theme (from the 2020) the statutory guidance           | Content covered from the 2020 statutory guidance for secondary schools (*coded)          | Curriculum Area in which this is delivered      |
|----------------------|-----------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------|
| Year 7               | British Values – Mutual Respect               | Family                                                     | F.1, F.2, F.7                                                                            | PSHE within PROUD lesson<br><br>HOYs Assemblies |
|                      | Resilience                                    | Respectful relationships, including friendships            | RS.1, RS.2, RS.3, RS.4, RS.5, RS.6, RS.8                                                 |                                                 |
|                      | Adaptability                                  | Online and Media                                           | OM.1, OM.2, OM.3, OM.4, OM.5, OM.7, OM.8                                                 |                                                 |
|                      | Personal Behaviours 1                         | Being safe                                                 | S.1, S.2                                                                                 |                                                 |
|                      | Being Safe                                    | Intimate and sexual relationships, including sexual health | IS.1, IS.2                                                                               |                                                 |
|                      | Personal Health                               | The Law                                                    | L.1, L.2, L.4, L.12, L.13                                                                |                                                 |
|                      | Changes to our bodies 1                       |                                                            |                                                                                          |                                                 |
|                      | Importance of Sleep                           |                                                            |                                                                                          |                                                 |
|                      | Risk-taking                                   |                                                            |                                                                                          |                                                 |
|                      |                                               |                                                            |                                                                                          |                                                 |
| Year 8               | Against Gangs                                 | Family                                                     | F.1, F.2, F.3, F.4, F.5, F.7                                                             | PSHE within PROUD lesson<br><br>HOYs Assemblies |
|                      | Open Minded                                   | Respectful relationships, including friendships            | RS.1, RS.2, RS.3, RS.4, RS.5, RS.8                                                       |                                                 |
|                      | Personal Behaviours 2                         | Online and Media                                           | OM.1, OM.2, OM.3, OM.4, OM.7, OM.8                                                       |                                                 |
|                      | Body Image                                    | Being safe                                                 | S.1, S.2                                                                                 |                                                 |
|                      | Changes to our bodies 2                       | Intimate and sexual relationships, including sexual health | IS.1, IS.2, IS.3, IS.4, IS.5, IS.6, L.1, L.2, L.3, L.4, L.8, L.9, L.10, L.11, L.12, L.14 |                                                 |
|                      | Relationships 1                               | The Law                                                    |                                                                                          |                                                 |
|                      | Situational Awareness                         |                                                            |                                                                                          |                                                 |
| Year 9               | Personal Behaviours 3                         | Family                                                     | F.1, F.2, F.5, F.6, F.7                                                                  | PSHE within PROUD lesson<br><br>HOYs Assemblies |
|                      | Peer Pressure and You                         | Respectful relationships, including friendships            | RS.1, RS.2, RS.3, RS.4, RS.5, RS.6, RS.7, RS.8                                           |                                                 |
|                      | Mental Health                                 | Online and Media                                           | OM.1, OM.2, OM.3, OM.4, OM.5, OM.6, OM.7, OM.8                                           |                                                 |
|                      | Health Wellbeing                              | Being safe                                                 | S.1, S.2                                                                                 |                                                 |
|                      | Sexual Health                                 | Intimate and sexual relationships, including sexual health | IS.1, IS.2, IS.3, IS.4, IS.5, IS.6, IS.7, IS.8, IS.9, IS.10                              |                                                 |
|                      | Sexting and Bullying                          | The Law                                                    | L.1, L.2, L.3, L.4, L.10, L.13                                                           |                                                 |
|                      | County lines                                  |                                                            |                                                                                          |                                                 |

|            |                               |                                                            |                                                                           |                               |
|------------|-------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------|
| Year 10/11 | Harms and Risk                | Family                                                     | F.1, F.2, F.3, F.4, F.5, F.6, F.7                                         | PSHE within PROUD lesson      |
|            | Health Education              | Respectful relationships, including friendships            | RS.1, RS.2, RS.3, RS.4, RS.5, RS.6, RS.7, RS.8                            |                               |
|            | Relationship Education        | Online and Media                                           | OM.1, OM.2, OM.3, OM.4, OM.5, OM.6, OM.7, OM.8                            | HOYs Assemblies               |
|            | Understanding our bodies      | Being safe                                                 | S.1, S.2                                                                  |                               |
|            | Law and Order                 | Intimate and sexual relationships, including sexual health | IS.1, IS.2, IS.3, IS.4, IS.5, IS.6, IS.7, IS.8, IS.9, IS.10               |                               |
|            | Personal Ethics and Wellbeing | The Law                                                    | L.1, L.2, L.3, L.4, L.5, L.6, L.7, L.8, L.9, L.10, L.11, L.12, L.13, L.14 |                               |
|            | Healthy Living                |                                                            |                                                                           |                               |
| Year 12/13 | Being Safe                    | Family                                                     | F.1, F.2, F.3, F.4, F.5, F.6, F.7                                         | PSHE within Tutorial Sessions |
|            | Healthy Living                | Respectful relationships, including friendships            | RS.1, RS.2, RS.3, RS.4, RS.5, RS.6, RS.7, RS.8                            |                               |
|            | Understanding our bodies      | Online and Media                                           | OM.1, OM.2, OM.3, OM.4, OM.5, OM.6, OM.7, OM.8                            | HOYs Assemblies               |
|            | Personal Ethics and Wellbeing | Being safe                                                 | S.1, S.2                                                                  |                               |
|            | Relationship Education        | Intimate and sexual relationships, including sexual health | IS.1, IS.2, IS.3, IS.4, IS.5, IS.6, IS.7, IS.8, IS.9, IS.10               |                               |
|            | Health Education              | The Law                                                    | L.1, L.2, L.3, L.4, L.5, L.6, L.7, L.8, L.9, L.10, L.11, L.12, L.13, L.14 |                               |
|            | Harms and Risk                |                                                            |                                                                           |                               |