

Argyle House School Relationship and Sex Education Policy

Rationale and ethos

This policy covers our school's approach to the Relationship and Sex Education (RSE). It was produced by the Headteacher through consultation with the PSHE coordinators and Senior Management Team. Personal, Social, Health and Economic Education (PSHEE) is given a high status within the school and there is clear senior management support for the PSHEE coordinator.

We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Relationships and Sex Education is a key aspect of PSHEE and the spiritual, moral, social and cultural (SMSC) development of the pupils at Argyle House.

We believe relationships and sex education is important for our pupils and our school as our aim is to equip our pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

We view the partnership between home and school of paramount importance.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), pupils with different levels of maturity and takes into consideration individual pupils' personal circumstances, for example their own personal experiences, sexual orientation, faith or culture.

Aims of the RSE programme

Our school's overarching aims for our pupils are that they:

- Learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- Encourage pupils to have high regard for personal, social and moral relationships.
- Help pupils be aware of their personal wellbeing, including mental health.
- Develop their knowledge and understanding of themselves as they grow; their physical, emotional and moral development.
- Understand that there are different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships.
- Recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent.
- Learn how to manage conflict and learn how to recognise and deal with unhealthy relationships.



- Promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- Be given factual knowledge (at secondary school) around sex, sexual health and sexuality, set firmly within the context of relationships.
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others.
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.
- Making sound judgements and good choices which have integrity and which are respectful of the individual's commitments.
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying.
- Managing emotions, within relationships and when relationships break down, with confidence, sensitivity and dignity.
- Managing conflict positively, recognising the value of difference.
- Cultivating humility and compassion, learning to forgive and be forgiven.
- Being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely.
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

Roles and Responsibilities

The PSHEE Coordinators, in consultation with The Headteacher, will lead the RSE programme. The teachers will be informed of any developments or changes to the RSE policy during the period before the next policy review date. In the primary department the lessons will be taught by the class teachers and in the secondary department, by a specific teacher.

Although RSE is assigned specific lessons within the PSHEE curriculum, aspects of it are covered in science lessons and pupils know that they may always talk to members of staff if they have any questions or concerns about any aspects of RSE lessons. When the policy is due for review, this will be carried out by the PSHEE coordinators in conjunction with The Headteacher.



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The school understands that the parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. The RSE policy and the PSHEE scheme of work is available to parents through the school office and on the school intranet site. Views expressed by parents will be taken into account when reviewing the policy.

The school ensures that staff receive appropriate CPD, INSET and ongoing support, as necessary.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of the Department for Education statutory guidance. From September 2020 all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Parents have the right to withdraw pupils from sensitive aspects of RSE programme, which is taught through the PSHEE scheme. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so — sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

RSE remains in primary and secondary education, for aspects of sex education which are not part of the science curriculum.



In accordance with current regulations and guidance from the Department for Education, the RSE policy supports/complements the following policies:

- Education Act (1996) Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (September 2024)
- Children and Social Work Act (2017)

Curriculum design

Our RSE programme is an integral part of our whole school PSHEE education provision and is integral to a whole school approach to personal development. It is the responsibility of all school staff throughout the school, through the relationships they have with pupils and the way the values and ethos of the school are in practice.

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In line with The Equality Act 2010, the curriculum is delivered in a way that does not subject pupils to discrimination. We have a duty to ensure that teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). It is believed that inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Diversity within family structures is acknowledged and supported.

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will be given the opportunity to receive quality RSE. Pupils with special needs will receive RSE. Teachers understand that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

The RSE programme is taught using a range of resources, all of which have been checked for racial and gender stereotypes, and teaching methods. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. All resources are used to ensure the children are able to engage fully in the RSE part of the PSHEE curriculum. These resources are regularly reviewed, developed and supplemented as necessary. Visitors are used to support and enhance RSE if appropriate.

Learning about relationships and sex education in PSHE education lessons will link to and complement learning in other subjects such as science, computing and religious education. At the end of every lesson, pupils have the opportunity to reflect on their learning and progress. *See Appendix 1 for detail of subject matter covered in each Key Stage.*

Safe and Effective practice

A safe learning environment will be established by working with pupils to establish ground rules about how they will behave towards each other in discussions. These ground rules are also paramount to effectively managing discussions that might elicit strong opinions from pupils. The ground rules are developed together and then tested in discussion and group activities and amended as necessary. They will differ from class to class, but include the following:

Pupils are expected to be open and honest, but not discuss directly their own or others' personal/private lives. They will discuss examples but will not use names or descriptions which could identify anyone. They understand that the conversation is kept in the room and that the teacher will not repeat what is said in the classroom unless they are concerned that pupils are at risk, in which case they will follow the school's safeguarding policy. The pupils understand it is okay to disagree with another person's point of view and that they will not judge, make fun of, or put anybody down. They know that they can 'challenge the opinion, not the person'.

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Pupils understand that taking part is important but that they have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'. They will listen to the other people's points of view respectfully and expect to be listened to themselves. The use of appropriate language is important and the use of slang term can be offensive. If they are not sure what the correct term is, they will ask a teacher. Pupils know that if they need further help or advice, they know how and where to seek it; both in school and in the community. They are encouraged to support their friends in seeking help if they think they need it.

There will be opportunities for pupils to discuss issues in small groups, as well as sharing views with the whole class and, if appropriate, boxes will be made available in which pupils can place anonymous questions or concerns. Pupils are provided with access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form.

Teachers are aware that they are in an influential position and work within the school's values, policies and the law. They are sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues being discussed.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his absence their deputy. This is in line with Keeping children safe in education Statutory guidance for schools and colleges, September 2022. All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates in staff meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Monitoring, reporting and evaluation

Teachers will reflect on their work in delivering RSE through self-evaluation, lesson observations and sharing ideas and good practice with colleagues.

RSE will be assessed on skills and attitudes as well as on knowledge and will involve pupils in the assessment. Part of the assessment will involve pupils being asked to reflect on their work and learning as well as how well they feel the PSHEE/RSE curriculum is meeting their needs. Parents will receive information about pupils' learning in RSE through parent's evenings and reports.

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RSE policy review date

This policy will be reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. It will be reviewed by the head teacher, PSHE coordinators, with consideration for the opinions and suggestions of pupils, parents and staff.

Date of policy: _____

Date of policy review: _____

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Appendix 1

Relationship and Sex Education (RSE) is designed to ensure that pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world. Some aspects are taught in science and computing, and others as part of Personal, Social, Health and Economic Education (PSHEE). Where relevant, it is brought into other subjects, e.g. History, Religious Education and English.

Relationships Education in the Key Stage One and Key Stage Two curriculum focuses on:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships.

Key Stage One

1. To communicate their feelings to others, to recognise how others show feelings and how to respond.
2. To recognise that their behaviour can affect other people.
3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.
5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
7. To offer constructive support and feedback to others.
8. To identify and respect the differences and similarities between people.
9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).



Key Stage Two

1. To recognise and respond appropriately to a wider range of feelings in others.
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
7. That their actions affect themselves and others.
8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.
9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
10. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.
11. To work collaboratively towards shared goals.
12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
15. To recognise and manage 'dares'.
16. To recognise and challenge stereotypes.
17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.
18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).



Key Stage Three

1. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
2. To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.
3. To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.
4. To explore the range of positive qualities people bring to relationships.
5. That relationships can cause strong feelings and emotions (including sexual attraction).
6. The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind).
7. That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships.
8. Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests).
9. The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children.
10. That marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable.
11. The roles and responsibilities of parents, carers and children in families.
12. How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement.
13. To understand the importance of friendship and to begin to consider love and sexual relationships in this context.
14. To understand what expectations might be of having a girl/boyfriend.
15. To consider different levels of intimacy and their consequences.
16. To acknowledge and respect the right not to have intimate relationships until ready.
17. About readiness for sex and the benefits of delaying sexual activity.



18. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected.
19. About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).
20. How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent.
21. About contraception, including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships.
22. About the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances.
23. To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography).
24. About the difference between assigned/biological sex, gender identity and sexual orientation.
25. To recognise that there is diversity in sexual attraction and developing sexuality.
26. The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.
27. About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.
28. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
29. The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them.
30. To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.
31. To understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours.



32. To understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns.
33. Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon.
34. About the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support.
35. The safe and responsible use of information communication technology (including safe management of own and others' personal data including images).
36. To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy.
37. How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns.
38. When the sharing of explicit images may constitute a serious criminal offence.

Key Stage Four

1. Strategies to manage strong emotions and feelings.
2. The characteristics and benefits of positive, strong, supportive, equal relationships.
3. That living together, marriage and civil partnerships are ways that people, freely and without coercion, demonstrate their commitment to each other.
4. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding).
5. To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
6. Managing changes in personal relationships including the ending of relationships.
7. To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support.
8. About the concept of consent in relevant, age-appropriate contexts building on key stage 3.



9. About the impact of domestic abuse (including sources of help and support).
10. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.
11. About statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement.
12. How to access such organisations and other sources of information, advice and support.
13. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.
14. To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism).
15. How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.
16. To recognise when others are using manipulation, persuasion or coercion and how to respond.
17. To understand the pernicious influence of gender double standards and victim-blaming.
18. To recognise the impact of drugs and alcohol on choices and sexual behaviour.
19. To manage unwanted attention in a variety of contexts (including harassment and stalking).
20. To understand and respect others' faith and cultural expectations concerning relationships and sexual activity
21. To assess readiness for sex.
21. About accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in key stage 3.
22. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life).
23. The reasons why parents choose to adopt/foster or to place children for adoption/fostering.
24. About abortion, including the current legal position and the range of beliefs and opinions about it.
25. The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support.
26. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age.
27. About the options open to people who are not able to conceive.



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28. The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support).

Sex and relationship education builds upon work covered in the primary school. Some of the objectives above will be covered throughout different subjects e.g. internet safety in ICT. Other opportunities include during assemblies, whole school events and form time. An outline of the main RSE topics within PSHE and Biology is given below.

Coverage of sex and relationship education in the senior school:

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Mapping table showing where the RSE Guidelines are covered in the Key stage 3 and 4 PSHE scheme

		Where covered (Lesson reference number, year group and term)	
Topic area	Required content	Key Stage 3	Key Stage 4
Families	That there are different types of committed, stable relationships.	3.1 S1 Spring term 3.4 S3 Spring term	2.3 S4 Spring term
	How these relationships might contribute to human happiness.	3.4 S3 Spring term 9.2 S1 Summer term	2.1 S4 Spring term 2.3 S4 Spring term 8.1 S4 Spring term 8.2 S4 Summer term
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	3.4 S3 Spring term	
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	3.4 S3 Spring term	
	The characteristics and legal status of other types of long-term relationships.	3.4 S3 Spring term	
	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.	3.4 S3 Spring term 9.2 S1 Summer term	2.3 S4 Spring term 3.4 S5 Autumn term 8.1 S4 Spring term 8.2 S4 Summer term
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.	3.5 S3 Spring term	2.4 S5 Autumn term 2.5 S5 Autumn term



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Respectful relationships, including friendships

The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

2.6 S1 Spring term
3.1 S1 Spring term
3.2 S1 Spring term
8.4 S1 Spring term
10.2 S1 Summer term

2.1 S4 Spring term
2.2 S4 Spring term



Practical steps they can take in a range of different contexts to improve or support respectful relationships.

2.6 S1 Spring term
3.1 S1 Spring term
3.2 S1 Spring term
3.3 S2 Spring term
8.2 S2 Spring term
8.3 S3 Spring term
9.3 S1 Summer term
10.3 S2 Summer term
11.3 S2 Summer term

How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

8.4 S1 Spring term
9.5 S2 Spring term
9.6 S2 Spring term
10.2 S1 Summer term
10.3 S1 Summer term
10.4 S2 Summer term
10.5 S2 Summer term
10.6 S2 Summer term
10.9 S3 Summer term

8.1 S4 Spring term
8.2 S4 Summer term
8.3 S4 Summer term
9.1 S4 Summer term
9.2 S4 Summer term
9.3 S4 Summer term
9.4 S4 Summer term

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.

1.2 S1 Autumn term
3.3 S2 Spring term
8.3 S2 Spring term
8.4 S1 Spring term
8.6 S2 Spring term
9.1 S1 Summer term
9.4 S2 Spring term
9.6 S2 Spring term
9.7 S3 Spring term
9.8 S3 Spring term
10.1 S1 Summer term
10.2 S1 Summer term
10.3 S1 Summer term
10.4 S2 Summer term
10.5 S2 Summer term
10.6 S2 Summer term
10.9 S3 Summer term
11.3 S2 Summer term

7.2 S4 Spring term
7.4 S5 Autumn term
9.1 S4 Summer term
9.3 S4 Summer term
9.4 S4 Summer term

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

8.4 S1 Spring term

7.3 S4 Spring term

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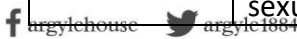


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<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<p>3.5 S3 Spring term 8.6 S2 Spring term</p>	<p>2.4 S5 Autumn term 2.5 S5 Autumn term 7.4 S5 Autumn term</p>
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>		<p>2.4 S5 Autumn term 2.5 S5 Autumn term 3.1 S4 Autumn term</p>
<p>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>	<p>9.4 S2 Spring term 9.6 S2 Spring term 9.7 S3 Spring term 9.8 S3 Spring term 10.1 S1 Summer term 10.2 S1 Summer term 10.3 S1 Summer term 10.4 S2 Summer term 10.5 S2 Summer term 10.6 S2 Summer term 10.9 S3 Summer term</p>	<p>9.2 S4 Summer term 9.3 S4 Summer term 9.4 S4 Summer term</p>
<p>Online and media</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	<p>8.4 S1 Spring term</p>	<p>7.2 S4 Spring term 7.3 S4 Spring term</p>
<p>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>7.2 S4 Spring term 7.3 S4 Spring term</p>
<p>Not to provide material to others that they would not want shared further and not to share personal material when sent to them.</p>		<p>7.2 S4 Spring term 7.3 S4 Spring term</p>
<p>What to do and where to get support to report material or manage issues online.</p>	<p>8.1 S1 Spring term 8.9 S3 Spring term</p>	<p>7.3 S4 Spring term</p>
<p>The impact of viewing harmful content.</p>	<p>4.2 S2 Autumn term</p>	<p>3.5 S5 Autumn term 7.2 S4 Spring term 7.3 S4 Spring term</p>
<p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>	<p>4.2 S2 Autumn term</p>	<p>3.5 S5 Autumn term</p>

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	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	4.2 S2 Autumn term	3.5 S5 Autumn term 7.2 S4 Spring term 7.3 S4 Spring term
	How information and data is generalised, collected, shared and used online.		7.2 S4 Spring term
Being safe	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.	3.5 S3 Spring term 4.3 S2 Autumn term 8.7 S2 Spring term	3.1 S4 Autumn term 3.2 S4 Autumn term
	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).	3.3 S2 Spring term 4.3 S2 Autumn term	3.1 S4 Autumn term 3.2 S4 Autumn term 3.5 S5 Autumn term
Intimate and sexual relationships, including sexual health	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.		3.1 S4 Autumn term 3.2 S4 Autumn term
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	4.4 S1 Autumn term	3.3 S4 Autumn term





	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	4.4 S1 Autumn term	3.3 S4 Autumn term
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	4.1 S2 Autumn term	3.1 S4 Autumn term
	That they have the choice to delay sex or to enjoy intimacy without sex.	4.1 S2 Autumn term	3.1 S4 Autumn term 3.2 S4 Autumn term 3.3 S4 Autumn term
	The facts about the full range of contraceptive choices, efficacy and options available.	4.5 S3 Autumn term	
	The facts about pregnancy including miscarriage.	4.4 S1 Autumn term	3.4 S5 Autumn term
	The facts around pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).		3.4 S5 Autumn term
	How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.	4.6 S3 Autumn term	3.4 S5 Autumn term
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	4.6 S3 Autumn term	3.3 S4 Autumn term
	How the use of alcohol and drugs can lead to risky sexual behaviour.	5.6 S3 Autumn term	3.3 S4 Autumn term
(0191) 5100726 19 & 20 Thornhill Park, Sunderland, SR2 7JA Email: info@argylehouseschool.co.uk www.argylehouseschool.co.uk	How to get further advice, including how and where to access confidential sexual and	4.4 S1 Autumn term 4.5 S3 Autumn term 4.6 S3 Autumn term	3.4 S5 Autumn term   



reproductive health advice and
treatment.

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