

iCollege

Alternative Education West Berkshire

Relationships and Sex Education (RSE) Policy

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1: Key contact list for Sex & Relationships Policy

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2. Rationale and ethos

This policy covers our school's approach to the teaching of Sex and Relationships.

It was produced by the PSHE department through consultation with Faye Miller.

We define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE involves a combination of sharing information and exploring issues and values. Is not about the promotion of sexual activity.

Our school's overarching aims for RSE are:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for stages in their lives including puberty, adolescence and adulthood, and give them the knowledge, skills and attributes they need to make informed decisions about their wellbeing, health and relationships.
- Give pupils the correct vocabulary and accurate information so that they can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Enable students to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Ensure students understand that they have rights over their own bodies and how to report concerns and seek advice if they feel or know something is wrong and understand consent

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- Enable students to know how and when to ask for help, and to know where to access support.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Foster gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- Help build students' self-efficacy and resilience
- Meet the needs of all pupils with their diverse experiences, including those with special educational needs and disabilities.

3. Legislation (statutory regulations and guidance)

As per section 34 of the Children and Social work act 2017, all primary schools in England must teach 'Relationships Education' and all secondary schools must teach 'Relationships and Sex Education'.

Primary schools are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

Where taught, Government guidance recommends for sex education to be age-appropriate.

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.

Documents that inform the service's RSE policy include:

- 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 (2016)
- Children and Social Work Act (2017)

4. Curriculum design and delivery

All primary students have the opportunity to participate in relationships education programme which is delivered through PSHE lessons as well as being embedded into other areas of learning both in and beyond the classroom including visiting speakers and specialists and participation in nation-wide PSHE-themed weeks/days. The curriculum will be taught on a two-year programme which will repeat twice in the four years that a pupil may attend The Pod.

The focus of RSE in primary is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE subjects complement Health Education and as part of a comprehensive programme and whole-service approach, this knowledge can support safeguarding of children.

All secondary students have the opportunity to participate in a Relationships and Sex Education (RSE) programme which is delivered through the National Curriculum (Science) and PSHE. PSHE is the main contributor to the delivery of RSE and forms part of our commitment to the Spiritual, Moral, Social and Cultural (SMSC) elements of the curriculum. The timing and delivery of any aspect will be appropriate to the age and needs of the students concerned.

The focus is on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships and prepare them for their adult life. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

Topics should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teaching should provide clear progression from what is taught in primary school in Relationships Education.

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We will ensure the Health Education and Relationships Education and Sex Education (RSE) curriculum is matched to the needs of individuals and groups of pupils as appropriate. Initial assessment is fundamental to establish the learners' current level of knowledge, perceptions and needs in order to provide an appropriate programme.

Teaching of Sex Education should include the following approaches:

- explanation and presentation of information by the teacher
- active methodology such as, brainstorming, group discussions, research, small project work and role-play
- use of media
- input by other professional and agencies

Pupils are entitled to be given, an opportunity to reflect upon and consider the learning which has taken place in each lesson.

Staff should be mindful of when their role ends and when pupils might need to be directed elsewhere e.g. outside agencies for professional help and counselling (after liaison with parents/guardians).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

5. Roles and Responsibilities

5.1 The Management Committee

The Management Committee will approve the RSE policy and hold the headteacher to account for its implementation.

The Management Committee has delegated the approval of this policy to the Safeguarding and Wellbeing Committee (SWC)

5.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 6).

5.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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.

The delivery of RSE programme will be allocated between members of the PSHE team, Science team and Pastoral team.

5.4 Pupils

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

Pupil voice is central to the culture and ethos of iCollege. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE and Health Education scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE and Health Education covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives

and take a broader

view.

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We want to ensure that all pupil voices are heard and that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

6. Parent's right to withdraw

Primary RSE:

Parents do not have the right to withdraw their children from relationships and health education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary RSE:

Parents do not have the right to withdraw their children from relationships education or health education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will meet with parents to discuss requests and agree on appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

7. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the service, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. Safe and Effective practice

We will ensure a safe learning environment. Teachers and pupils will agree on ground rules through discussions at the start of the lesson. Distancing techniques such as the use of case studies may be used to explain scenarios whilst reducing the personal impact. Sensitive issues will be handled by informing parents in advance of the subject matter of the lesson. Pupils will also be given the option to access information on a 1:1 basis. Pupils will be able to raise questions anonymously through the provision of a questions and comments box.

9. Monitoring, reporting and evaluation

The delivery of RSE is monitored as part of the PSHE curriculum by the PSHE Subject Lead and PSHE Curriculum Lead through formative and summative assessments which can include but is not limited to pupil assessment, data analysis, book scrutinies, learning walks and staff/ pupil feedback questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and monitoring and assessment tools.

Sign:		Sign:	
Jacqueline Davies		Maureen Sims	
Head Teacher		Chair of Governing Body	
Date:		Date:	

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
1.4	21.01.24	SWBAC, then electronic approval.	Updated in line with latest guidance. New format.	Nov 23

Keeping Children Safe in Education

All staff with the iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have best outcomes.

Appendix 1 PSHCE Curriculum

Primary PSHCE Curriculum					
Inspiration and The Pod					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
<u>Think Positive</u> Identify and discuss feelings and emotions, using simple terms. Describe things that make them feel happy and unhappy. Understand that they have a choice about how to react to things that happen. Talk about personal achievements and goals.	<u>Respecting Rights</u> know that all people have rights. Understand that there are people who protect their rights. Know what to do if they don't feel safe. Talk about what respect means and how to show it. Identify ways in which people can be different.	<u>VIPs</u> Explain who the special people in their lives are. Talk about the importance of families. Describe what makes someone a good friend. Know how to resolve an argument in a positive way. Know the skills involved in successful cooperation.	<u>Safety First</u> Identify some everyday dangers. Understand some basic rules that help keep people safe. know what to do if they feel in danger. Identify some dangers in the home. Identify some dangers outside. Identify which information they should never share on	<u>One World</u> Describe how family life in different countries can be the same as and different from their own. Think about what children might do in homes around the world. Describe what it is like to go to school in different countries and identify similarities to and	<u>Growing Up</u> <i>(Growing Up Y6 for any Year 6 pupils)</i> Use the scientific names introduced to name male and female body parts. Identify some differences between males and females. Identify the body parts that we keep private. Understand the words 'no' and 'stop'.

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Describe difficult feelings and what might cause these feelings. Discuss things for which they are thankful.	<u>Explain what being fair means.</u> <i>Anti-bullying week</i>	<u>Identify a way to show others they care.</u> <i>Safer Internet Day</i>	the Internet. know that their private body parts are private. Recall the number to call in an emergency; list some people who can help them stay safe. First Aid	differences from theirs. Explain why it is important to care for the earth and discuss ways this can be done. <i>International Day of Families</i>	Understand that people's bodies and feelings can be hurt. Identify an adult they can talk to if they are concerned about inappropriate touch.
Year 2					
<u>Aiming High</u> Discuss their personal achievements and skills. Talk about a range of jobs people do Discuss what skills and interests are needed for different jobs Talk about jobs they might like to do in the future Discuss what skills they might need to do certain jobs	<u>Money Matters</u> <u>Discuss where money comes from.</u> <u>Talk about reasons people go to work.</u> <u>Consider why and how people might get into debt.</u> <u>Discuss some of the consequences of debt.</u> <i>Anti-bullying week</i>	<u>TEAM</u> <u>Use pictures to express their thoughts, feelings and worries.</u> <u>With support, identify a feeling and how it is being expressed.</u> <u>Discuss why we have worries and concerns at times of change</u> <i>Safer Internet Day</i>	<u>It's My Body</u> Explain what happens if they don't sleep enough. Understand they can choose what happens to their body and know when a 'secret' should be shared. Know the difference between medicine and harmful drugs and chemicals Know how to get help for themselves or another in the case of	<u>Britain</u> <u>Describe what it is like to live in Britain.</u> <u>Talk about what democracy is.</u> <u>Talk about what rules and laws are</u> <u>talk about what liberty means.</u> <u>Describe what being British means to them.</u> <i>International Day of Families</i>	<u>Be Yourself</u> Identify facial expressions associated with different feelings. Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest ways to make things right after a mistake has been made.

			serious problems. (first aid)		Explain that mistakes help them to learn and grow. <i>(Growing Up Y6 for any Year 6 pupils)</i>
Year 3					
<u>Think Positive</u> Understand that it is important to look after our mental health. Recognise and describe a range of positive and negative emotions. Discuss changes people may experience in their lives and how they might make them feel. Talk about things that make them happy and help them to stay calm. Identify uncomfortable	<u>Respecting Rights</u> <i>Know what human rights are.</i> <i>Understand that all people share the same rights.</i> <i>Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i> <i>Know why we have rules and how they help us.</i> <i>Understand that no one should take away our human rights.</i> <i>Anti-bullying week</i>	<u>VIPs</u> <i>With support, discuss how the impact of our attitudes affects us when trying to make new friendships.</i> <i>Discuss how our attitudes impact new friendships being made.</i> <i>Discuss the need to have a variety of friends with differing personalities.</i> <i>Discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship.</i>	<u>Safety First</u> Describe what a dare is and identify situations involving peer pressure. Know when to seek help in risky or dangerous situations. Identify and discuss some school rules for staying safe and healthy. List some of the dangers we face when we use the road. Describe drugs, cigarettes and alcohol in basic terms. Identify which information they	<u>One World</u> Describe similarities and differences between people's lives. Identify opinions that are different from their own. Know what climate change is. Know there are organisations working to help people in challenging situations in other communities. Give reasons for similarities and differences between people's lives.	<u>Growing Up</u> Name the main male and female body parts needed for reproduction. Describe some of the changes during puberty. Describe some feelings young people might experience as they grow up. Talk about their own family and the relationships within it. Understand that there are many different types of families; Identify similarities and differences in

emotions and what can cause them		<i>Safer Internet Day</i>	should never share online. First Aid	Detail if they feel something is fair or not. Give reasons for their own opinions; <i>International Day of Families</i>	different loving relationships. <i>(Growing Up Y6 for any Year 6 pupils)</i>
Year 4					
<u>Aiming High</u> Discuss their personal achievements and skills. Discuss different learning styles. Identify what a positive learning attitude is. Talk about the range of jobs that people do. Understand what a gender stereotype is.	<u>Money Matters</u> <i>Discuss why advertisers try to influence us</i> <i>talk about how to be a 'critical consumer'.</i> <i>Identify how we can compare the value for money of different products.</i> <i>Discuss how we can make a budget.</i> <i>Discuss the advantages of working to a budget.</i> <i>Anti-bullying week</i>	<u>TEAM</u> Discuss goals they could set to work towards their ambitions. Understand the different roles within a team. Discuss challenges many people face and how some people overcome these. Understand how to use the knowledge of their learning style to further their learning. Discuss the impact a growth mindset can have on achieving our goals.	<u>It's My Body</u> Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. Challenge stereotypical notions of 'the perfect body'. Understand the impact that the media (including social media) has on the	<u>Britain</u> Talk about the range of faiths and ethnicities in Britain. Show empathy for different people, including those who might have experience of not being respected. Think in detail about what society would be like without rules and laws. Identify how they can make a positive difference to their community and country.	<u>Be Yourself</u> Discuss scenarios where children are torn between 'fitting in' and being true to themselves. Explain how to communicate their feelings in different situations. Identify the feelings involved in making a mistake and understand how to make amends. Discuss different fight or flight situations. Discuss the impact of making amends when

		<i>Sater Internet Day</i>	choices they make about their bodies and about their health and wellbeing. First Aid	<i>International Day of Families</i>	a mistake has been made. <i>(Growing Up for any Year 6 pupils)</i>
Secondary PSHCE Curriculum					
Pod Plus					
PSHE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition and safety Transition to secondary school, personal safety & first aid <ul style="list-style-type: none"> • Health Reach - First aid • Visit to fire station • Tim Emery • Unacceptable play 	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations <ul style="list-style-type: none"> • Adviza • Berkshire Youth 	Diversity Diversity, prejudice, and bullying <ul style="list-style-type: none"> • Tim Emery – Police liaison 	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries <ul style="list-style-type: none"> • Health reach – healthy relationships • EMA 	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM <ul style="list-style-type: none"> • HEALTH REACH – physical health • Edge 	Financial decision making Saving, borrowing, budgeting and making financial choices <ul style="list-style-type: none"> • Bank visit / speaker
Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use <ul style="list-style-type: none"> • EDGE • Trading standards – smoking • Unacceptable play 	Community and careers Equality of opportunity in careers and life choices, and different types of work <ul style="list-style-type: none"> • Adviza • Berkshire Youth • 	Discrimination Discrimination including: racism, religious, disability, discrimination, sexism, homophobia, biphobia and transphobia <ul style="list-style-type: none"> • Coins - stereotypes 	Identity and relationships Gender identity, sexual orientation, consent, introduction to contraception Health reach-contraception	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies <ul style="list-style-type: none"> • EMA • Berkshire Youth 	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks <ul style="list-style-type: none"> • Gam Care
Peer influence & substances Gang exploitation	Respectful relationships Friendship, bullying,	Setting goals	Intimate relationships Recap consent &	Physical & Mental health Barriers to health &	Citizenship & Democracy

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Antisocial behaviour Peer pressure Legal and illegal drug abuse, including an introduction to the legal consequences Effects of drugs and alcohol on decision making Smoking & vaping	conflict resolution Appropriate behaviours in different relationships (formal & informal) Sharing sexual images	Personality, skills, interests, strengths and weaknesses Education options, career pathways, employability skills. Setting goals for the future, including GCSE process UTC, BCA Pre 16 courses– Sparsholt	healthy romantic relationships Contraception recap & risks of STIs Consequences of an unplanned pregnancy What marriage is and reasons why people get married & into to forced marriage.	strategies for promoting healthy diet, exercise, dental hygiene. The relationship between physical and mental health Mental health and ill health, stigma. Safeguarding health during periods of transition or change or grief	British values introduction What are each of the British Values and what do they mean? Becoming a British Citizen What does it mean to be British? Intro to Parliament & voting
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Integration					
PSHE					
Mental wellbeing Identity, attitudes to mental health, resilience, healthy and unhealthy coping strategies, mental health conditions, body image <ul style="list-style-type: none"> Unacceptable play Rupert EMA Berkshire Youth 	Relationships & influence Friendship, bullying, gangs, peer on peer abuse, resisting influence, exploitation, sharing sexual images <ul style="list-style-type: none"> Tim Emery Coins (porn) 	Healthy lifestyle Barriers to health, diet, exercise, dental hygiene, drugs, alcohol and tobacco/vaping, sleep <ul style="list-style-type: none"> EDGE 	Education and Careers Personality, skills, interests, education options, career pathways, the local offer, your CV, PRU learner outcomes <ul style="list-style-type: none"> FE Colleges Health Reach – NHS career Adviza UTC 	Intimate Relationships and Family Healthy/unhealthy intimate relationships, consent, contraception negotiation, pregnancy choices, marriage and forced marriage, parenting <ul style="list-style-type: none"> Health Reach 	Personal Safety Street harassment, Drugs, alcohol, nicotine, FGM?, water and sun safety, First Aid <ul style="list-style-type: none"> Health Reach Trading Standards
Integration					

Citizenship					
Identity & Diversity <ul style="list-style-type: none">Protected CharacteristicsExtremismHate CrimeImmigration & migrationSocial movements for equality	My role in democracy <ul style="list-style-type: none">Democracy v DictatorshipThe British ConstitutionLocal governmentBritain internationallyPressure groups	Rights & Responsibilities <ul style="list-style-type: none">Moral, legal, human rightsThe legal systemCriminal lawCivil/Family LawThe purpose of punishment	Me and My Money <ul style="list-style-type: none">The economy, tax and NIMy economic wellbeingFinancial products and servicesConsumer rightsCharitable giving	Me in the modern world <ul style="list-style-type: none">The role of the mediaBeing an informed citizenDigital rights / responsibilitiesEnvironmental issuesSustainable development	Focus on Human Rights <ul style="list-style-type: none">What are human rights?Human rights in the UK and abroadBalancing rightsHuman Rights IssuesFighting for rights
Intervention					
PSHE					
Mental health & Wellbeing Transition. Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Respectful relationships Families, parenting, appropriate behaviours, sexual harassment, conflict, relationship changes. Media & attitudes to pornography. Friendships & bullying	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices <ul style="list-style-type: none">Pre 16 courses – Sparsholt BCA	Setting goals Learning strengths, career options and goal setting as part of the GCSE process NCS term 1/2	Employability skills Employability and online presence Work experience Preparation for & evaluation of work experience & readiness for work	Keeping safe First aid Risk assessments Health & Safety (at home & at school, outdoors) Sun safety Drugs
Healthy lifestyles Diet, exercise, lifestyle balance and healthy choices Looking after your own health – vaccinations, immunisations self-checks, GP, NHS, family history, allergies	Sexual relationships Relationships and sex ed including consent, contraception, risks of STIs. Puberty & changing bodies. Menstruation, FGM	Making Positive Choices The influence and impact of drugs, gangs, role models and the media <ul style="list-style-type: none">Pre 16 courses – Sparsholt BCA	Careers NCS term 2/2	Employability skills Employability and online presence Work experience Preparation for and evaluation of work experience and readiness for work	
Intervention					
Citizenship					

Democracy <ul style="list-style-type: none"> • British values introduction • What are each of the British Values and what do they mean? • Democracy. • The rule of law. • Individual liberty. • Mutual respect & tolerance • Becoming a British Citizen • What does it mean to be British? 	Democracy <ul style="list-style-type: none"> • Parliament • What do they do? • What does it look like? • Local government • What do they control? • How do they affect our lives? • The British Constitution 	Identity & Diversity <ul style="list-style-type: none"> • Stereotype • Different stereotypes • What are British stereotypes? Teenagers? • Prejudice • Discrimination • Protected characteristics • What are the protected characteristics? What attitudes do people have? • Extremism & Hate Crime 	Identity & Diversity <ul style="list-style-type: none"> • Discrimination laws • Possible consequences • Absence of discrimination laws = social movement • Present, recent and past social movements for equality and what impact they have had. • Black Lives Matter • Me too • Pressure groups 	The Law <p>Criminal law</p> <ul style="list-style-type: none"> • What causes crime? • Good vs evil • The purpose of punishment. Are all punishments fair? • Prison systems around the world. <p>The legal British legal system</p>
Democracy <ul style="list-style-type: none"> • Democracy v Dictatorship Other forms of Government eg. North Korea • Recap Democracy in Britain – compare to other countries • The role of the media Open & Closed media and its impact on democracy 	Democracy <p>Britain's role in the world</p> <p>What is our relationship with other countries?</p> <ul style="list-style-type: none"> • International relations • NATO, Europe & Brexit • What does it mean for us? <p>Universal Declaration of Human Rights (UNDHR)</p>	Identity & Diversity <p>Moral, legal, human rights</p> <ul style="list-style-type: none"> • What are human rights? • Human rights UK & abroad • Balancing rights • Human Rights Issues • Fighting for rights <ul style="list-style-type: none"> • Immigration & migration • Abortion <p>War. Just war theory.</p>	Identity & Diversity <ul style="list-style-type: none"> • Charitable giving <ul style="list-style-type: none"> • Do we have a duty of care to other countries? • Foreign aid • Environmental issues • Sustainable development 	The Law <ul style="list-style-type: none"> • Consumer rights • Civil/Family Law • Age limits (tobacco, alcohol, gambling) Why are there limits?

Independence					
PSHE					
Risky Behaviours Responsible health choices, and safety in independent contexts. Peer influence and substance use EDGE, Trading standards –scams, Unacceptable play	Relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse Pregnancy options Health reach - STIs	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships Health reach – pregnancy and fertility.	Building for the future Self-efficacy, stress management, and future opportunities. Mental health	Physical health First aid <ul style="list-style-type: none"> Health reach St John 	Staying safe for the summer <ul style="list-style-type: none"> Sun safety EDGE
Independence					
Careers					
Getting ready for the future <ul style="list-style-type: none"> Getting to know you Strengths & weaknesses Skills Goals and aspirations – making a year action plan Careers Anchors – motivators Employability skills – what do employers want? Qualifications and levels P16 options Volunteering & WEX Networking 	The world of work Employability <ul style="list-style-type: none"> Work values Types of jobs Working hours, contracts & pay patterns LMI Changing job market 	Application processes, CV writing and interview skills College, apprenticeship or part time job applications <ul style="list-style-type: none"> Consolidating personal skills list and those required by employers. Creating a CV Cover letters Application forms Applying for jobs & courses. Interview Skills & preparation Leadership & management 	Independent living <ul style="list-style-type: none"> Travel plans Company/course research Considering costs Budgeting Bursary applications Demystifying money Cooking on a budget Living a balanced life Mortgage vs rent 	Rights and Responsibilities at work <ul style="list-style-type: none"> H + S at work Training Appraisals Disciplinaries 	Transition support

Independence					
Citizenship					
Mutual respect & Tolerance <ul style="list-style-type: none"> Protected Characteristics Extremism & Hate Crime Equality Act 	Democracy <ul style="list-style-type: none"> The British Constitution Parliament & law making The role of the media Being an informed citizen Digital rights / responsibilities 	Rule of Law <ul style="list-style-type: none"> The legal system Civil law Criminal law / youth crime & sentencing The economy, tax and NI Welfare benefits 			GCSE Revision and Exams

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Appendix 2

Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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Appendix 3

TO BE COMPLETED BY PARENTS / CARERS			
Name of Child		iCollege Unit	
Name of Parent / Carer		Date	
Reason for withdrawing from sex education within relationships and sex education:			

Any other information you would like the school to consider:

Sign and date: _____

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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with Parents / Carers

Staff signature and date: