

# Glyne Gap School

## Curriculum Guidance: (CG17) Relationship and sex education policy

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<b>Approved by:</b>	[Millie Rowland (Governors)]	<b>Date:</b> 18/05/26
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## 1. Aims

Our school aims to....

*“teach children the knowledge, skills and confidence that will enable them to lead as full, happy and independent a life as possible. Within the school and community it aims to provide a learning experience that is exciting, challenging and relevant.”*

The aims of relationships and sex education (RSE) at our school are to:

- Enable our pupils to acquire the information, skills and values to have happy and fulfilled relationships, making safe and sensible choices for their well-being and sexual health.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a primary academy and secondary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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 Glyne Gap we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about giving our pupils the information needed to help themselves to develop positive, healthy relationships of all kinds, how to keep themselves safe within these relationships, including in a digital context.

It also supports pupils to develop and nurture healthy relationships as pupils move into adulthood, learning about social, emotional and physical aspects of growing up, sex, sexuality and sexual health, healthy lifestyles, diversity, personal identity and cultural development. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## 5. Curriculum

- Our RSE curriculum has been developed following the following key principles:
- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and Responsive
- Skilled delivery of participative education
- Whole school approach

The curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

Delivery of RSE will be at an appropriate level for the age and understanding of pupils.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught to pupils when it is appropriate and other aspects are included in religious education (RE).

In order to develop pupils' understanding and skills around relationships, there is a strong emphasis on RSE, which features throughout the school within both the Tier 1 PSHE and Tier 2 Personal Development curriculum. The Tier 1 element falls under the Friendships, Relationships and Sex Education strand of the Personal Autonomy curriculum, which covers the vital skills involved in building successful relationships with others. For example, pupils are taught to respond to others' interactions, greet people, play/work alongside others, understand their own and others' emotions, interact with others appropriately, show consideration of others' feelings, think about how their behaviour may affect others and coping with disappointment and frustration accepting the need for fairness whilst being a good loser. They are also taught how to keep themselves safe, for example understanding the term 'private', knowing who it is most appropriate to talk to about different things, and knowing how to keep themselves safe in the community and when online, using social media for example. Tier 1 is delivered through IEP's.

The RSE programme within the Tier 2 curriculum is delivered as part of the 4 themes Myself, Myself and Others, My Family and My community and is progressive through Key Stages 1-4. At Key Stage 5 the programme is delivered as part of the 3 themes of Myself/My Network, My Body/My Health, My

Relationships and Emotions and Futures. The programmes are underpinned through 3 skill areas: - permission, decision making and assertion. Online safety is within the Tier 2 Keeping Safe Online curriculum at Key Stage 4 (where appropriate) and Key Stage 5 as prior to this time, pupils use of technology will always be facilitated by others and therefore risks can be managed proportionately). The programme is underpinned by 10 skill areas. A small number of pupils who have developed the functional skills to begin to access technology without support will have a bespoke “Glyne Gap Keeping Safe Online Assessment” and targets. For more information see C.G.8 Guidance for Teaching Core Skills for Functionality- Literacy, Numeracy and ICT and the Appendix 5 Keeping Safe On-line Curriculum Map, Assessment and User Agreement.

Pupils’ understanding of puberty is covered through the Tier 2 curriculum and delivery of this may be in class groups, with individual and group targets and outcomes or will be organised with pupils grouped by developmental need and gender e.g., if a pupil is developmentally ready in the Juniors there should be a flexibility for them to join the Seniors RSE programme.

As a school, we do not teach ‘sex education’ as a matter of course to all pupils. It is delivered through the Key Stage 5 Tier 2 curriculum for pupils for whom it is appropriate taking into account age, disability, level of understanding, maturity and the community. If it has been identified that a pupil needs enhanced input around this, a bespoke Tier 1 programme is provided (in consultation with parents) to ensure that pupils have the knowledge they need to keep themselves and others safe (e.g. consent, contraception, safe sex).

Giving a vocabulary and “permission” to talk about these matters can be empowering in enabling pupils to ask the questions and express the feelings they want to, which in turn help staff to respond more appropriately. Using correct language for body parts, clear unambiguous diagrams, pictures, models, videos, symbols etc. helps this process and can of course help in teaching about keeping safe e.g., good and bad touching. In this area, self-esteem and assertiveness skills become particularly important for our pupils, whose lives have often been predominantly dependent and lived in a culture of compliance.

It is important to remember that people who have built up trusting relationships with pupils and our young people are best placed to support all aspects of teaching. Staff confidence when teaching RSE is paramount when supporting pupils with the sensitive issues involved. It is good practice that pupils with similar areas of need in terms of their maturity, readiness and similar levels of comprehension is key to the success of teaching this important area of learning, with opportunities for discrete single gender groups.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It also focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

RSE complements several other curriculum subjects for example PSHE Personal Autonomy which has a strong focus on developing self, including likes, dislikes, self worth, emotional regulation, respect, kindness and honesty and Personal Learning which centers around thinking and problem solving, developing resilience, courage, integrity and how to cope with social and emotional dilemmas. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils.

Pupils will be assessed using the Glyne Gap Personal Social Health Education, Personal Autonomy Assessments, Individual Education Plan (IEPS) targets in RSE on a termly basis (3 x a year)

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

The RSE curriculum will be delivered by appropriately trained members of staff.

There are aspects within the secondary RSE curriculum content we will not be covering due to our pupils disability and understanding. These are designed for pupils to know what the law says about certain topics covered in RSE, particularly in relation to *the law and young people* and *the law relating to the protected characteristics*, as set out in the Equality Act 2010. We will review these topics annually. A bespoke programme and IEP targets would be created for pupils in any areas should they be identified as appropriate. These topics include, but are not limited to:

- Marriage, forced marriage and civil partnerships
- Consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **Inclusivity**

We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences, ensuring that pupils feel safe and supported and are able to engage with the key messages. We will ensure that pupils learn about these topics in an environment that's appropriate for them, for example through whole-class setting, small groups or targeted sessions, 1-to-1 bespoke sessions and digital formats.

## **Use of resources**

We will consider whether any resources we plan to use are aligned with the teaching requirements set out in the statutory RSE guidance are age-appropriate, given the age, understanding and maturity of the pupils and fit into our curriculum plan. Resources will be compatible with effective teaching approaches, from credible sources, evidence-based and contain robust facts and statistics (where appropriate) and be sensitive to pupils' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## **7. Roles and responsibilities**

### **The governing body**

The governing body will hold the headteacher to account for the implementation of this policy. The governing body has delegated the approval of this policy to the Sylvia Lamb and Mille Rowland Governors from the Teaching and Learning Governors Committee.

### **The headteacher**

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### **Staff**

Staff are responsible for delivering RSE in a way that is sensitive, high-quality and appropriate for pupils, responding to the needs of individual pupils. Staff are role models and are responsible for modelling positive attitudes to RSE including modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes. Staff are responsible for monitoring progress in lessons and over time.

Staff are responsible for responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

It is all staff's responsibility to report any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Rochelle Abraham.

All staff are responsible for teaching RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Barbara Clarke is the PSHE/RSE lead for the school.

### **Pupils**

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

## **8. Parents' right to withdraw**

### **Parents of primary aged pupils**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory 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 schoolwork will be given to pupils who are withdrawn from sex education.

### **Parents of secondary aged pupils**

Parents/carers have the right to request to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil 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 any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

The headteacher will then contact the pupil's parents/cares and named social worker to explain why the decision to refuse the request has been made.

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

## **9. Training**

Training will be provided to members of staff who feel unsure about delivering any aspects of the curriculum. Training will be given 'in house' or by other suitably qualified professionals. Visitors from outside the school, such as school nurses or sexual health professionals, may also be invited to provide support and training to staff teaching RSE as appropriate.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Senior leaders as part of the school monitoring plan, which include learning walks, developmental lesson observations and discussions at pupil progress and liaison meetings.

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

This policy will be reviewed by the PSHE/RSE/Personal Development Lead. At every review, any amendments to the policy will be presented to the Governors Teaching and Learning Committee for Governor approval.

## Appendix 1: Curriculum map

### Infant Department – RSE Map

<p><b>1</b></p> <p><b>My Class</b></p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p><b>2</b></p> <p><b>My Class</b></p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p><b>3</b></p> <p><b>Looking After Myself</b></p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p><b>4</b></p> <p><b>Looking After Myself</b></p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p><b>5</b></p> <p><b>Myself in Summer</b></p> <p>Health and prevention: safety in the sun</p>	<p><b>6</b></p> <p><b>Myself in Summer</b></p> <p>Health and prevention: safety in the sun</p>
<p><b>7</b></p> <p><b>All About Me</b></p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p><b>8</b></p> <p><b>All About Me</b></p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p><b>9</b></p> <p><b>Myself in Winter</b></p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p><b>10</b></p> <p><b>Myself in Winter</b></p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p><b>11</b></p> <p><b>My Family</b></p> <p>Families and People who care for me. Identifying my family.</p>	<p><b>12</b></p> <p><b>My Family</b></p> <p>Families and People who care for me. Identifying my family.</p>
<p><b>13</b></p> <p><b>My Class</b></p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p><b>14</b></p> <p><b>My Class</b></p> <p>Creating caring and respectful relationships, naming my friends and beginning to understand appropriate greetings to my friends.</p>	<p><b>15</b></p> <p><b>Looking After Myself</b></p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p><b>16</b></p> <p><b>Looking After Myself</b></p> <p>Mental Wellbeing/ physical health: keeping healthy with personal care routines and healthy eating.</p>	<p><b>17</b></p> <p><b>Myself in Summer</b></p> <p>Health and prevention: safety in the sun</p>	<p><b>18</b></p> <p><b>Myself in Summer</b></p> <p>Health and prevention: safety in the sun</p>
<p><b>19</b></p> <p><b>All About Me</b></p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p><b>20</b></p> <p><b>All About Me</b></p> <p>Caring and respectful relationships. Identifying emotions and my likes/dislikes.</p>	<p><b>21</b></p> <p><b>Myself in Winter</b></p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p><b>22</b></p> <p><b>Myself in Winter</b></p> <p>Health and prevention and personal wellbeing, what do I need to be safe in the Winter.</p>	<p><b>23</b></p> <p><b>My Family</b></p> <p>Families and People who care for me. Identifying my family.</p>	<p><b>24</b></p> <p><b>My Family</b></p> <p>Families and People who care for me. Identifying my family.</p>

**Junior Department- RSE Map**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p><b>Myself - My Body</b> Being Safe – identifying body parts including private parts.</p>	<p><b>Myself &amp; Others - Friendships</b> Caring and respectful friendships and mental wellbeing – how to be a good friend and managing conflict.</p>		<p><b>Healthy Eating</b> Healthy Eating – identifying healthy and unhealthy foods</p>		<p><b>Myself &amp; My Family - Family Picnic</b> Families and People who care for me</p>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<p><b>My Community – Local Community</b> Being safe in the community, safe relationships.</p>	<p><b>Myself - Keeping Healthy</b> Healthy Eating – identifying healthy and unhealthy foods</p>	<p><b>My Community – Citizenship</b> Being safe, appropriate and caring relationships</p>		<p><b>Myself &amp; Others - Friendships</b> Caring and respectful friendships and mental wellbeing – how to be a good friend and managing conflict.</p>	<p><b>My Community - Pupil Awards</b> Caring and respectful relationships – recognising friends and qualities of friendships</p>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
	<p><b>Myself &amp; Others - Friendships</b> Caring and respectful friendships and mental wellbeing – how to be a good friend and managing conflict.</p>		<p><b>1) Myself – My Body</b> <b>2) Safety in Action Day</b> Being Safe – identifying body parts including private parts.</p>	<p><b>Myself - Healthy Exercise</b> Physical health and fitness – the importance of regular exercise</p>	
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<p><b>My Community - School Café</b> Being safe, appropriate and caring relationships, citizenship.</p>			<p><b>Myself &amp; My Family - Growing &amp; Changing</b> Families and people who care for me – the way families develop/ change and grow</p>		<p><b>My Community - Pupil Awards</b> Caring and respectful relationships – recognising friends and qualities of friendships</p>

### Senior Department RSE Map

<p style="text-align: center;"><b>Blocks 1 + 2</b></p> <p style="text-align: center;"><b>Myself &amp; Others – Friendship</b></p> <p>Caring relationships, being a good friend and sharing interests.</p>	<p style="text-align: center;"><b>Blocks 3 + 4</b></p> <p style="text-align: center;"><b>Myself – My Body/Sex Ed</b></p> <p>Changing adolescent body and being safe, understanding private and non-private body parts.</p>	<p style="text-align: center;"><b>Blocks 5 + 6</b></p> <p style="text-align: center;"><b>Myself &amp; Others – Family</b></p> <p>Families and people who care for me – different relationships within the family and jobs to contribute to family life.</p>
<p style="text-align: center;"><b>Blocks 7 + 8</b></p> <p style="text-align: center;"><b>Myself – My Body/Sex Ed</b></p> <p>Changing adolescent body and mental wellbeing – emotions experienced at this time.</p>	<p style="text-align: center;"><b>Blocks 9 + 10</b></p> <p style="text-align: center;"><b>Myself – My Body</b></p> <p>Being safe, respectful relationships and health and prevention. Being able to say “no” (consent) and likes and dislikes during personal care routines and listening to our friends.</p>	<p style="text-align: center;"><b>Blocks 11 + 12</b></p> <p style="text-align: center;"><b>Myself &amp; My Community</b></p> <p>Being safe in the community, stranger danger.</p>
<p style="text-align: center;"><b>Blocks 13 + 14</b></p> <p style="text-align: center;"><b>Myself &amp; Others – Relationships/Sex Ed</b></p> <p>Families and people who care for me and being safe – identifying different types of families and people within our families and differing relationships.</p>	<p style="text-align: center;"><b>Blocks 15 + 16</b></p> <p style="text-align: center;"><b>Myself &amp; Others – Personal Safety</b></p> <p>Safety in different contexts</p> <p>Safety In Action Day</p>	<p style="text-align: center;"><b>Blocks 17 + 18</b></p> <p style="text-align: center;"><b>Myself &amp; My Community</b></p> <p>Looking after my community</p> <p>Litter awareness</p> <p>Clean sea Project</p>
<p style="text-align: center;"><b>Blocks 19 + 20</b></p> <p style="text-align: center;"><b>Myself &amp; Others</b></p> <p>Babies</p>	<p style="text-align: center;"><b>Blocks 21 + 22</b></p> <p style="text-align: center;"><b>Myself &amp; My Community- Fund Raising</b></p> <p>Research local charities, decide on one to raise money for</p>	<p style="text-align: center;"><b>Blocks 23 + 24</b></p> <p style="text-align: center;"><b>Myself – My Body</b></p> <p>Physical health and fitness and Healthy eating – what makes a healthy diet and importance of an active lifestyle.</p>

## Post 16 RSE Map

<b>Myself My Network</b>	<b>My Body My health</b>	<b>My Relationships, Emotions, Futures</b>
<p style="text-align: center;"><b>Year 1 Terms 1 + 2</b>  <b>Knowing me, Knowing you</b>  <b>My Feelings</b>  <b>Keeping Safe Online</b>  <b>2,4,7,10</b></p>	<p style="text-align: center;"><b>Year 1 Terms 3 + 4</b>  <b>Keeping my body Healthy (fitness)</b>  <b>Becoming an adult- Body changes</b>  <b>Keeping Safe Online</b>  <b>1,2,3,4,5,7,9</b></p>	<p style="text-align: center;"><b>Year 1 Terms 5+6</b>  <b>Families/Friends/Futures</b>  <b>Assertiveness</b>  <b>Keeping Safe Online</b>  <b>4,7,8,10</b></p>
<p style="text-align: center;"><b>Year 2 Terms 1 + 2</b>  <b>My identity (who am I?)</b>  <b>Social Dilemmas (I have a problem)</b>  <b>Keeping Safe Online</b>  <b>3,4,7,10</b></p>	<p style="text-align: center;"><b>Year 2 Terms 3+ 4</b>  <b>Personal Health (Looking after my body)</b>  <b>Public/ private</b>  <b>Keeping Safe Online</b>  <b>4,6,7,9</b></p>	<p style="text-align: center;"><b>Year 2 Terms 5+6</b>  <b>Friendships/Relationships</b>  <b>Sex and Contraception</b>  <b>Keeping Safe Online</b>  <b>4,5,7,8</b></p>
<p style="text-align: center;"><b>Year 3 Terms 1 +2</b>  <b>My Family/My Contributions (My family -my responsibilities within my family at home)</b>  <b>Life Circles</b>  <b>Keeping Safe Online</b>  <b>2,4,7</b></p>	<p style="text-align: center;"><b>Year 3 Terms 3 + 4</b>  <b>Becoming an Adult (puberty).</b>  <b>Knowing my Body (noticing changes)</b>  <b>Keeping Safe Online</b>  <b>4,5,7,9</b></p>	<p style="text-align: center;"><b>Year 3 Terms 5+6</b>  <b>My Feelings/My Relationships/Moving on.....</b>  <b>Understanding my Emotions</b>  <b>Keeping Safe Online</b>  <b>4,5,7,8,10</b></p>
<p style="text-align: center;"><b>Year 4 Terms 1 + 2</b>  <b>My Personal Network (Who is in my community)</b>  <b>Seeking Help</b>  <b>Keeping Safe Online</b>  <b>3,4,7,10</b></p>	<p style="text-align: center;"><b>Year 4 Terms 3 + 4</b>  <b>My Style (Fashion Show)</b>  <b>Keeping My Body Healthy</b>  <b>(Healthy choices/substance use &amp; misuse)</b>  <b>Keeping Safe Online</b>  <b>4,7,10</b></p>	<p style="text-align: center;"><b>Year 4 Terms 5+6</b>  <b>Relationship Timelines</b>  <b>Sex and Contraception</b>  <b>Keeping Safe Online</b>  <b>4</b></p>

## Appendix 2 RSE Content to be covered

Primary Physical Health and Mental RSE		Glyne Gap Assessment Level	
Topic (DfE statutory wording)	Link to Glyne Gap Curriculum – Personal Development		
General RSE		GGA PHSE	GGA Level
That importance of promoting general RSE and physical health	Post 16 RSE Y1 T3, Y2 T3, Y3 T3		
The range and scale of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times and not in themselves a sign of a mental health condition.	Juniors 14,22 Seniors 7 & 8 Post 16 RSE Y1 T1, Y2 T1, Y3 T5, Y4 T5	Personal Learning	10+
How to recognize feelings and use a varied vocabulary to talk about their own and others' feelings	Juniors 14, 22, Seniors 7 & 8 Post 16 RSE Y1 T1, Y2 T, Y3 T5, Y4 T5	Personal Autonomy	12+
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Juniors 14, 22 Seniors 7 & 8 Post 16 RSE Y1 T1, Y2 T1, Y3 T5, T4 T5	Personal Autonomy	12+
The benefits of physical exercise, time outdoors, and helping others for health and RSE and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies, interests and community participation.	Infants 3 & 4 Juniors 17 Seniors 23, 24 Post 16 RSE Y1 T1, T3		
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Post 16 RSE Y1 T1, Y3 T1 + Bespoke for pupils as needed at any age		
That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Post 16 RSE Y1 T1, Y2 T1, Y3 T5 Y4 T5	Personal Autonomy	15+
That bullying (including cyberbullying has a negative and often lasting impact on mental RSE and how to seek help for themselves.	Post 16 RSE KSO8 Y1-4 T5	Personal Learning	12+
Where and how to seek support (including recognizing the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental RSE or ability to control their emotions (including issues arising online)	Post 16 RSE KSO8 Y1-4 T5	Personal Learning	15+

That it is common for people to experience mental health problems, and early support can help.	Post 16 RSE T1 Y1, T3, Y1		
<b>RSE online</b>			
That for most people the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Post 16 RSE KSO7 Y1-4 T1, T3, T5		
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Post 16 RSE KSO8 Y1-4 T5		
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical RSE.	Post 16 RSE KSO7 Y1-4 T1, T3, T5 Post 16 RSE KSO8 Y1-4 T5		
How to consider the effect of their online actions on others and know how to recognize and display respectful behaviour online and the importance of keeping personal information private.	Post 16 RSE KSO7 Y1-4 T1, T3, T5 Post 16 RSE KSO4 71-4, T1, T3, T5		
Why social media, some computer games and online gaming, for example, are age restricted	Post 16 RSE KSO3 Y1 T3, Y2 T1, Y4 T1		
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Post 16 RSE KSO3 Y1 T3, Y2 T1, Y4 T1		
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Post 16 RSE KSO5 Y1 T3, Y2 T5, Y3 T3 T5		
That they have rights in relation to sharing personal data, privacy and consent.	Not covered for all pupils bespoke RES KSO targets in IEPs where appropriate		
That abuse, trolling, bullying and harassment can take place online and that this impact on RSE. How to seek support from trusted adults.	Post 16 RSE KSO10 Y1 T1 T5, Y2 T1 T5, Y3 T5, Y4 T1 T3		15+
How to understand the information they find online including from search engines, and know information is selected and targeted.	Post 16 RSE KSO3 Y1 T3, Y2 T1, Y4 T1		
Where and how to report concerns and get support with issues online.	Post 16 RSE KSO10 Y1 T1 T5, Y2 T1 T5, Y3 T5, Y4 T1 T3		
<b>Physical Health and Fitness</b>			
The characteristics and mental and physical benefits of an active lifestyle	Juniors 17 Seniors 23 & 24 Post 16 RSE T2 Y3		
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	Juniors 17, Seniors 23 & 24 Post 16 RSE T2 Y3		

The risks associated with an inactive lifestyle (including obesity)	Post 16 RSE T2 Y3		
How and when to seek support including which adults to speak to in school if they are worried about their health	Post 16 RSE T2 Y3		
<b>Healthy Eating</b>			
What constitutes a healthy diet (including understanding calories and other nutritional content)	Infants 3 +& 4, Juniors 4, 8, 19, Seniors 23 & 24 Post 16 RSE ILS Y1 T1	Personal Care	13+
Understanding the importance of a healthy relationship with food.	Seniors 23 &24 Post 16 RSE Y1 T3	Personal Care	13+
The principles of planning and preparing a range of healthy meals	Juniors 4, 8, 19, Post 16 ILS Y1-4 T1	Personal Care	13+
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., The impact of alcohol on diet or health).	Juniors 4 & 8 Post 16 ILS Y1- 4 T1	Personal Care	13+
<b>Drugs, alcohol and tobacco</b>			
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine patches.	Post 16 RSE Y2 T3	Personal Care	12+
<b>Level</b>			
How to recognize early signs of physical illness, such as weight loss, or unexplained changes to the body.	Post 16 RSE Y1 T3, Y2 T3, Y3 T3	Personal Care	15+
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Post 16 RSE Y1 + Y3 T3 Infants 5 & 6		
The importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Seniors 23 & 24 Post 16 RSE Y1 + Y3 T2		
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular check-ups at the dentist.	Infants 3& 4, 15& 16 Post 16 RSE Y1 T3, Y2 T3, Y3 T3	Personal Care	12+
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Infants 3 &4, 15& 16 Post 16 RSE Y1 T3, Y2 T3		
The facts and scientific evidence relating to vaccination and immunization. The introduction of topics related to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Not covered for all pupils bespoke RES KSO targets in IEPs where appropriate		
<b>Personal safety</b>			
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Seniors 15 & 16, 17 & 18 Post 16 RSE IDL Y1 T1	Personal Care	10+
How to recognize risk and keep safe around roads, railways - including level crossings, and water - including the water safety code.	Seniors 15 & 16, 17 & 18	Personal Care	12+

	Post 16 RSE IDL Y1 T5, Y2 T3 T5, Y3 T3 T5, Y4 T3 T5		
<b>Basic First Aid</b>			
How to make a clear and efficient call to emergency service if necessary, including the importance of reporting incidents rather than filming them.	Seniors 15 & 16 Post 16 RSE ILS Y1 T1 + Y3 T1	Personal Care	16
Concepts of basic first aid, for example dealing with common injuries, including head injuries	Seniors 15 & 16 Post 16 RSE Y1 T3, Y2 T3, Y3 T3	Personal Care	14+
<b>Developing bodies</b>			
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Juniors 1, 16, Seniors 3 & 4, 7 & 8, 9 & 10, 19 & 20 Post 16 RSE Y1 T1 T3, Y3 T3	Personal Care Science	13+ 11+
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand and express their own boundaries around these body parts.	Juniors 1 Seniors 3 & 4, 7 & 8 Post 16 RSE Y1 T1 T3, Y3 T1 T3	Science	11+
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Juniors 16, Seniors 7 & 8 Post 16 RSE Y1 T1 T3, Y3 T3	Science	11+

<b>Primary Relationships and Sex Education</b>		Glyne Gap Assessment Level	
Topic (DfE statutory wording)	Link to Glyne Gap Curriculum – Personal Development		
<b>Families and People who Care for me</b>			
That families are important for children growing up because they can give love, security and stability.	Infants 11 & 12, 23 & 24 Juniors 22, Seniors 1 & 2, 5 & 6 Post 16 RSE Y2 T1, Y2 T5		
The characteristics of safe and happy 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.	Seniors 5 & 6 Post 16 PD RSE Y2 T1		
That the families of other children, 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 characterized by love and care.	Infants 11 & 12, 23 & 24 Seniors 5 & 6 Post 16 PD RSE Y2 T1 T5, Y4 T1	Personal Autonomy	14+
That stable, caring relationships, are at the heart of happy families, and are important for children's security as they grow up.	Post 16 PD RSE Y2 T1 T5, Y4 T1	Personal Autonomy	13+
That marriage and civil partnership represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong	Post 16 PD RSE Y2 T1, T5		

How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Post 16 PD RSE Y2 T1	Personal Autonomy	15+
<b>Caring friendships</b>			
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Infants 1 &2, Juniors 2, 11 & 14, Seniors 1 & 2, 13 & 14 Post 16 RSE Y1 T5, Y3 T5	Personal Autonomy	12+
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Infants 1 &2, Juniors 2, 11 & 14, Seniors 1 & 2. 13 & 14 Post 16 RSE Y1 T5, Y3 T5	Personal Autonomy	12+
That not every child will have friends they would like at all times, that most people feel lonely sometimes, and there is no shame in feeling lonely or talking about it.	Seniors 1 & 2, 13 & 14 Post 16 RSE Y1 T5, Y2 T5, Y3 T5, Y4 T1	Personal Autonomy	12+
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring and kind friendships.	Infants 1 &2, Juniors 2, 11 & 14, Seniors 1 & 2, 13 + 14 Post 16 RSE Y1 T5, Y2 T5, Y3 T5, Y4 T1	Personal Autonomy Personal Learning	12+ 13+
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Juniors 11,12,14 Seniors 1 & 2 Post 16 RSE Y1 T5, Y2 T5, Y3 T5, Y4 T1	Personal Learning	13+
How to manage conflict, and that resorting to violence is never right.	Post 16 RSE Y2 T1 T5, Y4 T1 T3	Personal Learning	13+
How to recognize when a friendship is making them feel unhappy or uncomfortable, how to get support when needed.	Juniors 11, Post 16 RSE Y2 T1 T5, Y4 T1 T3	Personal Learning	13+
<b>Respectful Relationships</b>			
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Post 16 RSE Y2 T1, Y4 T3	Personal Autonomy Personal Learning	12+ 13+
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Juniors 22, Seniors 1& 2, Post 16 RSE Y1 T5, Y2 T1 T5, Y3 T5, Y4 T3	Personal Autonomy	12+
How to communicate effectively and manage conflict and kindness and respect: how to be assertive and express needs and boundaries: how to manage feelings, including disappointment and frustration.	Seniors 1 & 2, Post 16 RSE Y1 T5, Y2 T1 T5, Y3 T5, Y4 T3	Personal Learning	13+
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Post 16 RSE Y1 T5, Y2 T1 T5, Y3 T5, Y4 T3	Personal Learning	15+

Practical steps they can take and skills they can develop in a range of different contexts to improve or support respectful relationships.	Juniors 2, 11, 12, 14 Post 16 PSE T1, Y1 + T1 Y2 T3 Y2	Personal Autonomy	13+
The conventions of courtesy and manners.	Juniors 11, 19, 24, Post 16 PSE T1, Y1 + T1 Y2 T3 Y2	Personal Autonomy	12+
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how to foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Post 16 PSE T1, Y1 + T1 Y2 T3 Y2 Infants 7 & 8	Personal Autonomy	13+
That they can expect to be treated with respect by others, the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs).	Juniors 24, Post 16 RSE Y1 T5, Y2 T1 T5, Y3 T5, Y4 T3	Personal Care	14+
Th different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Post 16 PSE T1, Y1 + T1 Y2 T3 Y2		
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	Post 16 PSE T1, Y1 + T1 Y2 T3 Y2		
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Post 16 RSE Y4 T1	Personal Care	15+
<b>Online safety and awareness</b>			
That people should be respectful in online interactions, and that the same principles apply to online relationships as face-to face-relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Post 16 RSE KSO8 Y1-4 T5		
How to critically evaluate their own online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and this can lead to dangerous situations. How to recognize harmful content or harmful contact, and how to report this.	Post 16 RSE KSO8 Y1-4 T5 Post 16 RSE KSO10 Y1 T1 T5, Y2 T1 T5, Y3 T5, Y4 T1 T3		
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Post 16 RSE KSO3 Y1 T3, Y2 T1, Y4 T1		
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy settings to protect information online.	Post 16 RSE KSO5 Y1 T3, Y2 T5, Y3 T3 T5, KSO2 Y1 T1 T3, Y3 T1		
Online risks, including that any information provided online might be circulated, and that once a picture or	Post 16 RSE KSO5 Y1 T3, Y2 T5, Y3 T3 T5, KSO2 Y1 T1 T3, Y3 T1, KSO9 Y1 T3, T2 T3, Y3 T3		

words are circulated there is no way of deleting it everywhere and no control over where it ends up.			
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Post 16 RSE KSO10 Y1 T1 T5, Y2 T1 T5, Y3 T5, Y4 T1 T3		
<b>Being Safe</b>			
What sorts of boundaries are appropriate in friendships with peers and others (including online)? This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Juniors 2, 11, Seniors 1 & 2 Post 16 RSE Y1 T5, Y3 Y5, KSO8 Y1 T3 T5, Y2 T5, Y3 T5, Y4 T5	Personal Autonomy	12+
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.	Juniors 1, 16 Seniors 1 & 2, 7 & 8 Post 16 RSE Y2 T3	Personal Autonomy	
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Juniors 1, 6 Seniors 1 & 2, 7 & 8 Post 16 RSE Y2 T1 T3, Y4 T3	Personal Autonomy	15+
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Post 16 RSE Y2 T1, Y4 T3, KSO8 Y1-4 T5	Personal Care	15+
How to recognise when a relationship is harmful or dangerous, including skills for recognizing who to trust and who not to trust.	Post 16 RSE Y2 T1, Y4 T3		
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g., family, school and/or other sources.	Juniors 22, Post 16 RSE Y3 T3, Y4 T1	Personal Autonomy /Care/Lea rning	12+
How to report abuse, concerns about something seen online or experience in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	POST 16 KSO10 Y1 T1, T5, Y2 T1, Y3 T5, Y4 T1, T3	Personal Autonomy /Care/Lea rning	16+

Secondary Physical Health and Mental RSE		Glyne Gap Assessment Level	
Topic (DfE statutory wording)	Link to Glyne Gap Curriculum		
<b>Mental RSE</b>			
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Post 16 RSE Y1 T1, Y2 T1, Y3 T5, Y4 T5	Personal Autonomy	17
That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognizing that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	Seniors 13 & 14 Post 16 RSE Y1 T1 T5, Y2 T1, Y3 T5, Y4 T5	Personal Autonomy	10+
That worrying and feeling down are normal, can affect everyone at different time and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	Post 16 RSE Y1 T1, Y2 T1, Y3 T5, Y4 T5	Personal Autonomy	16
Characteristics of common types of mental ill health (e.g., anxiety and depression) including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	Post 16 RSE Y1 T1, Y2 T1, Y3 T5, Y4 T5		
How to critically evaluate which activities will contribute to their own overall RSE.	Seniors 13&14, Post 16 RSE Y1 T1 T3	Personal Autonomy	15+
The benefits and importance of physical exercise, time outdoors, community participation and volunteering or acts of kindness for mental RSE and happiness	Seniors 23 & 24, Post 16 RSE Y1 T1 T3		
Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	Post 16 PH + W Y1-4, T1-6		
That gambling can lead to serious mental health harms, including anxiety, depression and suicide, and that some gambling products are more likely to cause these harms than others.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	Not covered for all pupils bespoke RES KSO targets in IEPs where appropriate		
<b>RSE online</b>			
About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical RSE.	Post 16 RSE KSO7 Y1-4, T1, Y3, T5		

The similarities and difference between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, the impact of overreliance on online relationships including relationships formed on social media, can have.	Post 16 RSE KSO8 Y1-4 T5		
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Post 16 RSE KSO8 Y1-4 T5		
The risks related to online gambling and gambling-like content withing gaming, including the accumulation of debt.	Post 16 RSE KOS3 Y4 T3		
How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Not covered for all pupils bespoke RSE KSO targets in IEPs where/if appropriate		
The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Not covered for all pupils bespoke RSE KSO targets in IEPs where/if appropriate		
<b>Physical Health and Fitness</b>			
That physical activity can promote mental RSE and combat stress.	Seniors 23 & 24, Post 16 RSE Y1 T1 T3		
The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health.	Seniors 23 & 24, Post 16 RSE Y1 T1 T3, Y2 T3		
Factual information about the prevalence of more serious health conditions.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
The science relating to blood, organ and stem cell donation	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
<b>Healthy Eating</b>			
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Seniors 23 & 24 Post 16 RSE Y1 T3, Y2 T3, Y3 T3		
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Post 16 ILS Y1-3 T1, Y4 T2		
The impacts of alcohol on diet and unhealthy weight gain.	Post 16 RSE Y4 T3		
<b>Drugs, Alcohol and Tobacco</b>			
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and	Post 16 RSE Y4 T3	Personal Care	12+

counterfeit medicines, and the potential health harms, including the link to poor mental health.			
The law relating to the supply and possession of illegal substances.	Post 16 RSE Y4 T3		
The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, the legal age of sale for alcohol in England. Understanding how to increase personal safety whilst drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	Post 16 RSE Y4 T3	Personal Care	15+
The physical and psychological consequences of addiction, including alcohol dependency.	Post 16 RSE Y4 T3	Personal Care	15+
The dangers of the misuse of prescribed and over the counter medicines.	Post 16 RSE Y4 T3	Personal Care	14+
The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	Post 16 RSE Y4 T3		
The facts about vaping, including the harms posed to young people and the role that vapes can play in helping adult smokers to quit.	Post 16 RSE Y4 T3		
<b>Health protection and prevention, and understanding the healthcare system</b>			
Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Post 16 RSE Y1 T3		
Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing foods and drinks and regular check-ups at the dentist.	Post 16 RSE Y1 T3, Y2 T3, Y3 T3		
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Post 16 RSE Y1 T3M Y2 T3, Y3 T3		
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening	Post 16 RSE Y2 Y3 + T3 Y3		
The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunization should be aligned with when vaccinations are offered to pupils.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
The importance of sufficient good quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn	Post 16 RSE Y1 T3, Y2 T3		
The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		

How to navigate their local healthcare system: what a GP is; when to see A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
<b>Personal safety</b>			
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Post 16 RSE IDL Y1 T3	Personal care	15
How to recognize risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Post 16 RSE IDL Y1 T5, Y2 T3, T5, Y3 T3 T5, Y4 T3 T5	Personal Care	17
How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	Not covered for all pupils bespoke RSE IDL targets in IEPs		
How to recognize and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Not covered for all pupils bespoke RSE IDL targets in IEPs		
How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognize and manage peer pressure.	Post 16 RSE Y2 T1, Y4 T3 T5		
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Post 16 RSE Y4 T1		
The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
<b>Basic First Aid</b>			
Basic treatment for common injuries and ailments.	Seniors 16 Safety in action day. Post 16 RSE Y1 T3, Y2 T3	Personal Care	14+
Life-saving skills, including how to administer CPR.	Post 16 RSE Y1 T3, Y2 T3		
The purpose of defibrillators and when one might be needed and who can use them.	Post 16 RSE Y1 T3, Y2 T3		
<b>Developing bodies</b>			

The main changes which take place in males and females, and the implications for emotional and physical health	Seniors 7 & 8 My body/Sex education/Growing up, Post 16 RSE Y1 T1 T3, Y3 T3	Personal Autonomy	13+
The facts about puberty, the changing adolescent body, including brain development.	Seniors 7 & 8 My body/Sex Education, growing up, Post 16 RSE Y1 T1 T3, Y3 T3		
About menstrual and gynecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		

Secondary Relationships and Sex Education		Glyne Gap Assessment Level	
Topic (DfE statutory wording)	Link to Glyne Gap Curriculum		
<b>Families</b>			
That there are different types of committed, stable relationships	Senior 5 & 6 Post 16 RSE Y3 T1	Personal Autonomy	13+
How these relationships might contribute to RSE and their importance for bringing up children	Not covered	Personal Autonomy	12+
What marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	Post 16 RSE Y2 T5, Y4, T5		
That 'common-law' marriage is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Not covered		
That forced marriage and marrying before the age of 18 is illegal.	Not covered		
How families and relationships change over time, including through birth, death, separation and new relationships.	Post 16 RSE Y3 T1		
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Not covered		
How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm or when they are unsure who to trust.	Post 16 RSE Y2 T1 T5, Y4 T1 T3	Personal Learning	17
<b>Respectful relationships</b>			
The characteristics of positive relationships of all kinds online and offline including romantic relationships. For	Seniors 1 & 2, 13 & 14	Personal Autonomy	All

example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	Post 16 RSE Y1 T5, Y2 T5, Y3 T5, Y4 T1 KSO8 Y1 T3 T5, Y2 T5, Y3 T5, Y4 T5		
The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups and skills. Pupils should understand what it means to be treated with respect by others.	Post 16 RSE Y1 T1 T3 T5, Y2 T1, Y3 T5, Y4 T3	Personal Autonomy	15+
The practical pupils they can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships with strangers, including in situations of conflict.	Senior 1 & 2, 13 & 14 Seniors 13 & 14 Post 16 RSE Y1 T5, Y2 T1 T5, Y3 T5, Y4 T1	Personal Autonomy	15+
How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalize non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	Not covered by all pupils, bespoke RSE targets where appropriate		
What tolerance requires, including the importance of tolerance of other people's beliefs.	Post 16 RSE Y2 T1, Y4 T3	Personal Learning	12+
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Not covered by all pupils, bespoke RSE + KSO targets where appropriate		
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Post 16 RSE Y2 T1 T5, Y4 T1 T3		
The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't always make it ethically ok.	Post 16 RSE Y2 T1, T5, Y4 T3 T5	Personal Autonomy	17
How inequalities of power can impact within relationships, including sexual relationships. For example, how people who are disempowered can feel that they are not entitled to be treated with respect by others or how those that enjoy an unequal amount of power might, with or without realizing it, impose their preferences on others.	Post 16 RSE Y2 T1 T5, Y4 T3 T5	Personal Autonomy	17
How pornography can negatively influence sexual attitudes and behaviours, including by normalizing harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		

How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers.  Pupils should understand the legal rights and responsibilities regarding equality and that everyone is unique and equal.	Post 16 RSE Y2 T1 T5, Y3 T5, Y4 T1 T3  Not covered		
<b>Online safety and awareness</b>			
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Post 16 RSE KSO8 Y1-4 T5 Post 16 RSE KSO5 Y1 T3, Y2 T5, Y3 T3 T5		
Online risks, including the importance of being cautious about sharing personal information online and of using privacy settings appropriately to protect information online Pupils should also understand the difference between public and private information online spaces and related safety issues.	Post 16 RSE KSO4 71-4, T1, T3, T5 Post 16 RSE KSO5 Y1 T3, Y2 T5, Y3 T3 T5		
The characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real/have been created with AI. That social media users may say things in more extreme ways than they might face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	Not covered for all pupils bespoke RSE KSO9 targets in IEPs where appropriate		
Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	Post 16 RSE KSO9 Y1 T3, Y2 T3, Y3 T3,		
What to do and how to report when they are concerned about material that has been circulated including personal information, images or videos and how to manage issues online.	Post 16 RSE KSO10 Y1 T1 T5, Y2 T1, Y3 T5, Y4 T1 T3		
About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalize or glamorize behaviours that are unhealthy and wrong.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
How to identify when technology and social media is used as part of bullying. Harassment, stalking, coercive and controlling behaviour and how to seek support about concerns.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		

That pornography and other online content often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, even if the image was created by the child and or using AI generated imagery. Pupils should understand the serious risks of ending materials to others, including the law concerning the sharing of images.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
How information and data is generated, collected, shared and used online.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That websites may share personal information about their users, and information collected on their internet use, for commercial purposes (e.g., to enable target advertising)	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	Not covered for all pupils bespoke RSE KSO targets in IEPs where appropriate		
<b>Being Safe</b>			
How to recognize and communicate consent and boundaries in relationships (in all contexts, including online) and early romantic relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	Seniors, 9 & 10 Post 16 KSO2 Y1, T2 Post 16 RSE Y1 T5, Y2 T5, Y4 T3, T5	Personal Autonomy	Level 17
That there a range of strategies for identifying, resisting and understanding pressure in relationships from peers and others, including sexual pressure, and how to avoid putting pressure on others.	Seniors 9 & 10. Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy  Personal Learning	17  17
How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognize this in the relationships of others); how to seek help or advice, including reporting concerns about other, if needed.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the	Post 16 RSE Y4 T1  Not covered for all pupils bespoke RSE targets in IEPs where appropriate		

importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.			
What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasizing that is never the fault of the person experiencing it.	Not covered		
That sexual harassment includes unsolicited sexual language / attention /touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and up skirting.	Not covered for all pupils bespoke RSE/KSO targets in IEPs where appropriate		
The concepts and laws relating to sexual violence, including rape and sexual assault.	Not covered		
The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	Not covered		
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Not covered		
That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Not covered		
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Not covered		
The concepts and laws relating to forced marriage.	Not covered		
The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	Not covered		
That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.	Not covered		
That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	Not covered		
How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
<b>Intimate and Sexual Relationships, including Sexual Health</b>			

That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy	17
The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy	17
Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as considerations that people might take into account prior to sexual activity, e.g., the law, faith and family values. That kindness and care for others require more than just consent.	Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy	17
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 RSE	Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy	17
That some sexual behaviours can be harmful	Not covered for all pupils bespoke PSE targets in IEPs where appropriate		
The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information and sexual and reproductive health to support contraceptive decision making.	Post 16 RSE Y2 T5, Y4 T5	Personal Autonomy	17
That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	Post 16 RSE Y4 T5 Not covered for all pupils bespoke RSE targets in IEPs where appropriate	Personal Autonomy	17
How the different sexually transmitted infections (STIs) including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and Exposure of Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	Post 16 RSE Y4 T5 Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Not covered for all pupils bespoke RSE targets in IEPs where appropriate		
How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.	Not covered		

**Appendix 3: Parent/carer form requesting their child’s withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
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			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	