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POLICY NAME: Relationships and Sex Education Policy

POLICY DATE: February 2021

REVIEW DATE: January 2022

Signed: \_\_\_\_\_ Head Teacher

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

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## **Westcroft School**

### **Relationships and Sex Education Policy**

#### **Description of the Setting**

Westcroft School caters for pupils who have a range of learning difficulties, including those with behavioural, emotional and social difficulties, although the majority of pupils have moderate to severe learning difficulties.

The school caters for pupils from 4 years to 19 years, both boys and girls. Just over half the pupils are eligible for free school meals.

Classes are grouped in Phases and classes are mixed year groups within the Phase groups.

#### **Local and national issues.**

The UK has the highest teenage pregnancy rates in Western Europe, and there are increasing rates of STIs amongst young people. Homophobic bullying is an issue in schools and is one that often goes unchallenged.

Westcroft School believes in teaching Relationship Education at as early a stage as possible; and Sex Education once pupils have reached a stage when their cognitive development enables them to understand the concepts covered. Relationship Education delivery begins at Key Stage 1 with basic health and relationship lessons. Direct Relationship Education, with aspects of Sex Education being covered via the Science curriculum, delivery begins at Year 7 through to year 9 and Relationship and Sex Education begins in Year 10 through to year 11.

The school is conscious that we operate in an area of high incidence for teenage pregnancy and sexually transmitted infections, and as such, we take our responsibilities very seriously with regard to prevention and education. The statistics of incidence in school do not reflect the local data, and we like to feel that this has something to do with the effective programmes and support services, which are in place.

### **Statutory regulations and guidance**

Legislation and guidance documents that inform our school'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 (2020)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)\*

\* This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Description of how the policy was formulated/policy statement**

This policy sets out Westcrofts' intentions and principles for teaching Relationships and Sex Education for staff, parents/carers, Governors and other stakeholders. All schools must have in place a written policy for Relationships Education and RSE. The policy was formulated through discussion and evaluation of the existing programme. Staff attended accredited RSE courses and linked with other agencies such as the school nurse to formulate the policy and schemes of work. The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools and RSE for secondary schools.

The policy is approved by the CLPT and will be reviewed on an annual basis.

Issues that were considered were the age and cognitive ability at which Relationship and Sex Educations should be delivered, the content of the programme, who should deliver Relationship and Sex Education, the involvement of outside agencies and aspects of confidentiality. The cognitive ability of the pupils was paramount in formulation the delivery and content of both Relationship Education for primary and RSE for Secondary age pupils.

Parents will be consulted on the policy prior to it being ratified by Governors and being published. This will be done via the school website. The draft policy was available for parents to read and parents were encouraged to provide feedback via a dedicated email address.

### **Definition of Relationships & Sex Education**

Broadly, Relationships (& Sex) Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. At an appropriate age for our students it is also about the teaching of sex education, whether this be part of National Curriculum Science or additional non-statutory provision to complement this. It is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We believe relationships and sex education is important for our pupils and our school because it helps to keep children safe, happy and healthy.

**Relationships Education in Primary Education** should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and safe, healthy and respectful relationships with other peers and adults. The elements required to be delivered by statute are:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

**Relationships and Sex Education in Secondary Education** will build on the knowledge acquired at primary and develop further pupils' understanding of healthy relationships as well as introducing knowledge about intimate relationships and sex at the appropriate age. The aim of RSE at secondary is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. The required elements for delivery by statute are:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

We define Sex Education (SE) as:

- Any statutory sex education content delivered in Secondary phase as part of our PSHE education programme. Any individual session that this applies to is clearly identified within our curriculum overview.
- Statutory sex education content is also part of National Curriculum Science.

Please note that DfE guidance from 2020 also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes.

## **Confidentiality**

In order for effective work on Relationships and Sex education to take place, trust and respect must be built between the group and the member of staff leading the session. Confidentiality is part of that mutual trust and respect.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue by children. If this should occur, the staff member will inform the head/designated safeguarding lead in line with the safeguarding policy should any concerns be raised

It must also be clear to all students that absolute confidentiality cannot be guaranteed, and in some cases of danger to students or breaches of the law, others may need to be informed, in line with the school's procedures.

## **Aims and objectives of the policy**

### **Aims and objectives of RSE**

The school concurs with the DfE statutory guidance that makes Relationships & Health Education compulsory for Primary pupils, Relationships, Sex Education, and Health Education compulsory for Secondary pupils. Westcroft has taken account of the needs of our pupils and their cognitive development to implement these changes. To view this statutory document which is referred to throughout this policy please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- At WESTCROFT SCHOOL, we believe that effective RSE should teach young people to understand human sexuality, and understand themselves and others.
- It should enable young people to mature and build up their confidence and self-esteem, and understand the reasons for delaying sexual activity.
- It should enable young people to learn the facts about sex, sexuality and sexual health, and build the skills that enable them to take responsibility and make informed decisions in an environment of increasing and conflicting pressures.
- The emphasis is put on enabling students to make informed choices and take responsibility for their own actions.
- The scheme of work is designed to guarantee continuity and progression by linking PSHE, Science, Citizenship and Health and Social Care.
- We aim to provide the young people at Westcroft School with reliable information that meets the needs of all students, whatever their developing sexuality, and to provide them with the opportunities to explore issues relating to their emotional, physical and moral development in a safe and secure environment.
- We take care to give them access to confidential services and advice and have developed very close links with outside agencies.

- Displays around the school show clearly, where students can go and to whom they can go for advice and support, and every endeavour is made to respect the confidentiality of the young person in line with the confidentiality policy.

### **Objectives**

- To create an atmosphere where questions of a sexual nature can be discussed openly, where confidentiality and trust are ensured.
- To enable students to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- To enable students to understand the impact of external factors such as the media, Internet, peer groups and remain able to make their own decisions.
- To enable students to develop the ability to form positive non-exploitative relationships.
- To enable students to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To enable students to understand the legal aspects of sexual activity.
- To inform students of where they can go for further information and advice.

### **Morals and Values Framework**

Relationships and Sex education is always taught with due regard to moral and legal considerations with the explicit values of family life and supportive, positive, healthy relationships. It is about the understanding of the importance of marriage and stable and loving relationships, for family life, respect love and care. It is taught by experienced members of staff who have been specifically trained in this aspect of education. Among the specific values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications and risks, of certain types of behaviour.
- To recognise and accept the difference of others.
- To recognise and name the main external parts of the body including agreed names for female and male body parts, complementing the NC Science curriculum To develop an understanding of the physical and emotional aspects of puberty, body changes and the menstrual cycle.

- To promote a positive attitude to healthy lifestyle and keeping safe (including online)

### **Content headings for RSE programme**

The RSE programme at Westcroft School is a progressive course, which aims to give students facts, but also allow them to explore issues, and discuss in a supportive environment. The course includes new relationships, images, expectations, sexuality, child abuse and protection issues, conception, and sexual health including contraception, sexually transmitted diseases, and HIV. Please see the previous section for the DfE statutory requirements for Primary and Secondary phase.

The course offers opportunities to develop positive attitudes towards themselves and others within a moral framework that will guide their decisions, judgements and behaviour. It encourages a mutual respect, and explores issues relating to sexuality. Throughout the programme, young people will be introduced to a team of professionals who work within and outside of the school who would be able to offer help and support in a confidential environment.

All students and parents are made aware of the school's policy relating to confidentiality.

The content and age at which it is delivered is evaluated through questionnaires and student discussion each year.

### **Organisation and delivery**

Westcroft School delivers Relationships & Sex Education through a variety of lessons, in an age-appropriate and cognitive-appropriate manner. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in this school.

Westcroft School uses and follows the PHSE Programme of Study and adapts to meet the needs of our pupils, taking into account their needs and cognitive understanding at each stage of their school journey.

### **Structure and Delivery within Phases**

In Phase 1, it is delivered via the EYFS program.

In Phase 2, it is delivered via a more thematic approach and is taught by the class teacher.

In Phase 3 Relationships Education is delivered via PSHE/SMSC/Topic and Reproduction is covered via the Science curriculum and is taught by the class teacher.

In Phase 4, the Relationship and Sex Education program is delivered via PSHE/SMSC lessons and is taught by the class tutor.

Please see the PSHE phase overviews at the end of this policy for information on the topics covered, including those sex education lessons delivered in Y10/Y11 that give a parental right of withdrawal (see parental right of withdrawal section for more details on this process and our policy).

### **Teaching and learning approaches**

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

Various teaching methods are used but the majority is delivered through small group discussion. There are times when a visitor will lead a session with a whole year group or with boys and girls. Groups are generally mixed sex.

Childline/Abuse – Problem Solving/who can help

Puberty

Closer relationships – boy/girlfriend issues

Reproduction (Via Science scheme of work)

### **Organisation and delivery**

Westcroft School delivers relationship education through a variety of lessons. In Phase 1 it is delivered via the EYFS program.

In Phase 2, it is delivered via a more thematic approach and is taught by the class teacher.

In Phase 3 Relationship, education is delivered via SMSC/Topic and Reproduction is covered via the Science curriculum and is taught by the class teacher.

In Phase 4, the Relationship and Sex education program is delivered via SMSC lessons and is taught by the class tutor.

Various teaching methods are used but the majority is delivered through small group discussion. There are times when a visitor will lead a session with a whole year group or with boys and girls. Groups are generally mixed sex.

Resources are continually up-dated and checked as to suitability by health professionals who the school work very closely with other agencies to ensure that pupils can access confidential help and advice services.

There is an understanding that any member of staff who does not wish to deliver aspects of this programme will not be asked to do so. This will then need to be discussed with their KS lead to facilitate sessions to go ahead with a different member of staff or school nurse where appropriate

Evaluation is on-going through questionnaires following delivery and through School Council, and small group discussion. Parents are informed when students are being taught Relationship and Sex Education and they are informed of their right to withdraw (see below). It is rare for a student to be withdrawn from the programme, but where this happens we inform the parent that we are presuming they are taking responsibility for this area of the child's personal development

and in KS4 discuss the impact this will have on their accredited course where Relationship and Sex Education may make up one of their units. Parents are encouraged to discuss with students if they wish.

Resources are continually up-dated and checked as to suitability by health professionals who the school work very closely with other agencies to ensure that pupils can access confidential help and advice services.

There is an understanding that any member of staff who does not wish to deliver aspects of this programme will not be asked to do so. This will then need to be discussed with their KS lead to facilitate sessions to go ahead with a different member of staff or school nurse where appropriate

Evaluation is on going through questionnaires following delivery and through School Council, and small group discussion. Parents are informed when students are being taught Relationship and Sex Education and they are informed of their right to withdraw (see below). It is rare for a student to be withdrawn from the programme, but where this happens we inform the parent that we are presuming they are taking responsibility for this area of the child's personal development and in KS4 discuss the impact this will have on their accredited course where Relationship and Sex Education makes up one of their units. Parents are encouraged to discuss with students if they wish.

#### **Right to be excused from Sex Education (Parental Right to Withdraw)**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. We view the partnership of home and school as vital in providing the context around the themes covered to all our children. We will keep parents/carers informed of the RSE programme through publishing an overview of the content of the programme and policy on the school website and by providing further information / resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

Whilst we believe that all of the content within each of our school's PSHE education and RSE curriculum is of the utmost importance and relevance to all pupils, in line with statutory changes parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RSE.

Parents are asked to discuss issues with the head teacher before exercising this right. Parents will be encouraged to discuss any queries or concerns which they

may have. Should parents then wish to withdraw their child from statutory sex education lessons within RSE, this request will be recorded, and alternative provision will be made for any pupils during such sessions so that they are not within class for the duration of the session.

The right to withdraw is effective up to and until three terms prior to a child turning 16, at which point the child can exercise their right to participate in sex education sessions.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education, which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Sex Education topics are highlighted in yellow on the attached overviews.

### **Specific Issue Statements**

J Slym, and H Andrioli are the named Child Protection Officers for the school. There is a clear Child Protection Policy, and all staff receives training with regard to this on each academic year. The school takes all bullying issues very seriously. An agreed anti-bullying policy is in place and very positive feedback was given on voice of the parent and the student.

An agreed confidentiality policy is in place and all students and parents have been informed of this.

All students regardless of ability take part in the Relationship Education or Relationship and Sex Education programme, Support staff work with students in the same way as in any other curriculum area, every effort is made prior to delivery to ensure that resources are suitable.

### **Selection of resources**

Resources are monitored through the co-ordinator. Every effort is made to ensure that resources are as up to date as possible and that staff delivering the course are well trained and confident about using the materials. Staff training is held prior to the modules being delivered. Westcroft School currently uses PSHE Association Programme of Study, Shropshire – Respect Yourself and Twinkl as our main resource bank but also make use of resources supported by NSPCC, School Nurses and CEOP.

## **Monitoring and Evaluation**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits
- Work scrutiny
- Monitoring of planning
- Pupil feedback
- Staff feedback

Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

SMSC/PHSE is monitored through the school policy relating to Teaching and Learning.

## **Dissemination of Policy**

The Relationship and Sex Education policy is included in staff training each year and any new staff to the school during the year through the induction process.

Copies of all policies are available on-line within the school, on the school website, and hard copies are available in the school office for staff and parents. The policy is reviewed annually by the Co-ordinator and SLT and is then approved by both the school governing body and CLPT.

## Appendix: Subject Phase Overviews

### SMSC/PHSE Overview Phase 1

KS1 – P1, P2 & P3 will follow an Early Years Foundation Stage curriculum (EYFS)

Themes to be covered under the umbrella of SMSC are:

- New beginnings & Changes – this can cover aspects of Relationship Education e.g. Amazing me, Same but different, growing up)
- **Relationships** – this will cover friendships, acceptable touching
- Safety – this will cover aspects of **Drugs education** e.g. dangerous substances in the home, stranger danger, the underwear rule
- **Festivals & Cultural Celebrations** – this will cover the RE aspects of SMSC
- **Health and Wellbeing** – healthy eating, exercise may be covered as part of Science and PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P4	All about me# <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> </ul>	Keeping safe# <ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Medicines</li> <li>• Stranger awareness</li> <li>• Sun safety</li> </ul>	Health and Wellbeing* <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Mental and physical health</li> <li>• Healthy eating</li> </ul>	Relationships <ul style="list-style-type: none"> <li>• Being friends</li> <li>• Making friends</li> <li>• Underwear rule</li> </ul>	Diversity & Culture# <ul style="list-style-type: none"> <li>• RE</li> <li>• Celebrations</li> <li>• Buildings</li> </ul>	additional statutory requirements to be covered or reviewed to suit pupils needs
P5	Keeping Healthy* <ul style="list-style-type: none"> <li>• Bullying</li> </ul>	All about me# <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> </ul>	Diversity & Culture# <ul style="list-style-type: none"> <li>• RE</li> <li>• Celebrations</li> <li>• communities</li> </ul>	Keeping safe <ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Medicines</li> <li>• Road safety</li> <li>• Stranger awareness</li> <li>• Sun safety</li> </ul>	Relationships * <ul style="list-style-type: none"> <li>• Being friends</li> <li>• Making friends</li> <li>• Underwear rule</li> </ul>	additional statutory requirements to be covered or reviewed to suit pupils needs
P6	All about me# <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> </ul>	Keeping Healthy* <ul style="list-style-type: none"> <li>• Bullying</li> </ul>	Keeping Safe <ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Tobacco</li> <li>• Internet safety#</li> <li>• Sun/water/road safety</li> </ul>	Diversity & Culture# <ul style="list-style-type: none"> <li>• RE</li> <li>• Celebrations</li> <li>• Wider Communities</li> </ul>	Relationships * <ul style="list-style-type: none"> <li>• Being friends</li> <li>• Making friends</li> <li>• Good/bad relationships</li> </ul>	additional statutory requirements to be covered or reviewed to suit pupils needs
P7	Diversity & Culture# <ul style="list-style-type: none"> <li>• RE</li> <li>• Community</li> <li>• Celebrations</li> <li>• Buildings</li> </ul>	All about me# <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> </ul>	Relationships * <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Good/bad relationships</li> </ul>	Keeping Healthy* <ul style="list-style-type: none"> <li>• Bullying</li> </ul>	Keeping Safe# <ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Tobacco &amp; alcohol</li> <li>• Sun/road/Water safety</li> </ul>	additional statutory requirements to be covered or reviewed to suit pupils needs

SMSC/PHSE Overview Phase 3 2020 – 21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
S9	<p>All about me#</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> <li>• Transition</li> <li>• New beginnings</li> </ul>	<p>Diversity &amp; Culture#</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Religions from around the world</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>Alcohol and tobacco</li> <li>Cannabis</li> </ul>	<p>Relationships*</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Puberty</li> <li>• Relationships other than family</li> </ul>	<p>Rights &amp; Responsibilities#</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Laws making &amp; Government</li> <li>• Values</li> </ul>	<p>Consolidation of themes and topics as required to meet pupils needs</p>
S10 & S11	<p>All about me#</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> <li>• Transition</li> <li>• New beginnings</li> </ul>	<p>Diversity &amp; Culture#</p> <ul style="list-style-type: none"> <li>Community</li> <li>• Religions from around the world</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Alcohol and Tobacco</li> </ul>	<p>Relationships*</p> <ul style="list-style-type: none"> <li>• Risks</li> <li>• Puberty</li> <li>• Relationships other than family</li> </ul>	<p>Rights &amp; Responsibilities#</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Who makes the rules</li> <li>• Values</li> <li>• People who help us</li> </ul>	<p>Consolidation of themes and topics as required to meet pupils needs</p>
S12	<p>All about me#</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Changes</li> <li>• Transition</li> <li>• New beginnings</li> </ul>	<p>Diversity &amp; Culture#</p> <ul style="list-style-type: none"> <li>Community</li> <li>• Religions from around the world</li> <li>• Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs Ed^</li> <li>• Medicines/not medicines</li> </ul>	<p>Relationships*</p> <ul style="list-style-type: none"> <li>• Private parts</li> <li>• Appropriate touch</li> </ul>	<p>Rights &amp; Responsibilities#</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Values</li> <li>• People who help us</li> </ul>	<p>Consolidation of themes and topics as required to meet pupils needs</p>

SMSC/PHSE Phase 4 Overview 2020-21

- Phase 4 SMSC will commence in Spring 1 term due to Accredited courses taking priority

Class	Spring 1	Spring 2	Summer 1	Summer 2
S14 – Y11	RSE Pregnancy & contraception STI's Sexual stereotypes, bullying & equality Consent Domestic Abuse Healthy relationships Making decisions Accessing services	Drugs Ed The law and drugs Peer pressure Effects of drugs on the body and mental health Effects of drugs on relationships Managing decisions. Where to access support and help	Health & Wellbeing Healthy eating Exercise Managing your mental health Coping with stress Accessing help and advice	Consolidation of themes and topics as required to meet pupils needs
S15 – Y10	Health & Wellbeing Healthy eating Exercise Managing your mental health Coping with stress Accessing help and advice	RSE Sex, the law and consent Contraception Sexuality and relationships Managing risks Making informed decisions	Drugs Ed Legal and illegal drugs Effect of drugs on the body Resisting peer pressure Making informed decisions Accessing help and advice	Consolidation of themes and topics as required to meet pupils needs
S16 - Mixed	Drugs Ed Alcohol, tobacco, Cannabis and new psychoactive substances (legal highs) The law and drugs (legal not legal) Making decisions	Health & Well being Healthy eating Exercise Managing your mental health Coping with stress Accessing help and advice	RSE Sex, the law and consent Contraception Sexuality and relationships Managing risks Making informed decisions	Consolidation of themes and topics as required to meet pupils needs

The right to withdraw is effective up to and until three terms prior to a child turning 16, at which point the child can exercise their right to participate in sex education sessions. Parents have the right to withdraw from these sessions.