

**Healthy Relationships and
Sex Education (HRSE) Policy
Heathcote School and Science College**



Approved by: Governors **Date:** 29th March 2021

Last reviewed on: New Policy Spring 2021

Next review due by: Spring 2024

Other Documentation

This Policy should be used in reference with the following documents;

- Safeguarding Policy
- Learning and Teaching Policy
- Anti-Bullying Policy
- Equality Policy
- Behaviour Policy
- SEND Policy

The School HRSE Policy is written in line with the following areas of legislation and guidance.

- Statutory Guidance on RSHE 2019
- Equality Act 2010
- The Public Sector Equality Duty 2014

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Heathcote School Vision and Values

Encourage - We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect to each other.

Challenge - We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed - We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.

School Improvement Priorities 2020-21

- To ensure that our revised curriculum (supported by a clear IT strategy) fully develops each pupil's capacity to process, remember and apply information (Rosen shine) through high and consistent standards of learning and teaching backed up by an exemplary remote learning offer at all key stages, a cultural capital pledge and a VESPA research project at post 16
- To ensure that pupils of all ability levels are challenged to achieve academic success and success in their adult lives relative to their starting point irrespective of their personal circumstance or Covid experience. There will be a specific focus on disadvantaged pupils and ensuring Year 11 and 13 have every opportunity to reach their potential ensuring intervention and remote learning provide additional support
- To ensure that all operational processes associated with a post Covid world are implemented to keep all stakeholders safe in school and that pupils meet these high standards leading to continuing improved standards of behaviour and an improvement in key indicators
- To ensure that attendance in school for all stakeholders increases with a focus on disadvantaged and Year 11 and 13 pupils and to ensure HR processes support and challenge staff to improve attendance

- To ensure that our mental health and professional conduct policies for staff and pupils have lasting impact and create a more consistently happy and stable community
- To ensure that we consider all aspects of marketing and rebranding the school and finding our USP to ensure that parents, staff and pupils choose Heathcote as a first preference including finding alternatives to the traditional Open Evening and ensuring we can remain financially viable
- To develop a high quality AP provision that contributes to the improved life chances of the target groups by supporting them to return successfully to their original schools

Introduction and Policy Pledge

The DfE have introduced a new curriculum

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

which was due to start in September 2020. Due to the pandemic, schools have been allowed to postpone this until the start of the Summer Term 2021. An extensive consultation has taken place during the Spring Term and details of this are on the website. This included consultation with groups of pupils, including SEND and vulnerable pupils and parents, along with a member of the Governing body.

At Heathcote School, we define the statutory RSHE guidance from the Department for Education as the Healthy Relationships and Sex Education (HRSE) curriculum. This policy outlines the implementation of this guidance across the Heathcote School community. At Heathcote School, we aim to ensure that academic achievement and personal development of all pupils is our utmost priority and therefore decisions regarding our curriculum and content must reflect this pledge. To achieve this it is our intention to teach high quality, age appropriate, pupil-sensitive, evidence-based HRSE that demonstrates a respect for the law and all communities that call Waltham Forest their home. It is expected that HRSE at Heathcote School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why HRSE is such an important part of the curriculum.

The aims of HRSE and this policy are to:

- Provide a framework in which sensitive discussions can take place
- To recognise that relationships and the understanding of diverse relationships, takes place throughout the curriculum
- 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, especially those who are LGBT+, BAME and those with SEND
- Create a positive culture around issues of sexuality and relationships
- Assist pupils with the emotional literacy in order to describe themselves, their bodies and their sexuality
- To recognise that HRSE is part of the wider development of a pupil's education.

The HRSE policy supports and complements the following Heathcote School policies:

- Heathcote School Child Protection and Safeguarding policy,
- Heathcote School ICT and Acceptable User policy
- Heathcote School Peer on Peer Abuse and Anti-bullying policy,
- SEND policy

Terminology

PIE – Philosophy Identity and Ethics

LGBTQ+- Lesbian, Gay, Bisexual. Transgender +

RSE- Relationship and Sex Education

HRSE- Healthy Relationships and Sex Education

SEND- Special Educational Needs and Disability

PSHE- Personal, Social, Health education

Definition of HRSE

HRSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. HRSE involves a combination of sharing information, and exploring issues and values. HRSE is not about the promotion of sexual activity, more, that it normalises sexual activity as part of healthy human relationships.

We believe HRSE is important for our pupils and our school because every pupil deserves as a basic human right to the entitlement to a fully inclusive education. The central role that relationships and sex education plays within a fully inclusive education helps to build on the ethos and values of the school. We believe that Healthy Relationships and Sex Education plays a key part in the broad and balanced curriculum and part of the wider development that is part of every child's learning experience at Heathcote School. We view the partnership of home and school as vital in providing the context in which pupils at Heathcote School are able to fully understand the way that healthy relationships develop. The support provided by parents and carers for young people to fully comprehend relationships and sex education is vital to a high-quality delivery of HRSE. Disabled and LGBTQ+ pupils can often be victimised both in and out of school and we believe that an inclusive HRSE approach can play an important role in the safeguarding of children's basic human rights and equally support parents and carers. HRSE helps the school fulfil its schools aims.

The aims are:

- all members of the school community feel safe
- there is mutual respect amongst all
- self-discipline is expected
- pupils are responsible for themselves and others
- self-confidence is nurtured
- the achievements of all are celebrated
- there is a positive attitude towards everyone regardless of their personal characteristics
- pupils are encouraged to achieve their very best and to become lifelong learners

- everyone is encouraged to become active global citizens who are responsible for their environment.

At Heathcote School, we ensure HRSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by placing equalities at the heart of the delivery of HRSE. The delivery of HRSE is underpinned by the belief that pupils with recognised disabilities learn in a multitude of different ways and that HRSE lessons are opportunities for SEND pupils to thrive. It is also underpinned by the belief that every pupil may be disabled (SEND) and not recognised at that moment, as disabilities can exist but not be recognised. In addition, pupils can become disabled during their life, including at school. Therefore, an inclusive experience of education is the aim of HRSE and its delivery. We accept the neurodiversity of all children and adults and the social model of disability at Heathcote School and by teaching HRSE in this way we create an environment where all relationships, including sexual relationships, of disabled people are respected. Recognising that Black and SEND pupils are more likely to be excluded than other pupils and that a fully inclusive HRSE is part of an equalities approach which seeks to address this issue. We ensure HRSE fosters race, gender and LGBTQ+ equality by recognising that all relationships and sexual relationships are usual, common and part of everyday life experiences and that this is respected in the environment created in the classroom and in the school as a whole. Through the delivery, resources, content and teaching of HRSE race, gender and LGBTQ+ equality is promoted. This is then extended further in recognising national and global events such as awareness days, Black History Month, International Women's Day and LGBTQ+ History Month. Through a non-discriminatory approach to all equalities we ensure that gender and LGBTQ+ equality is promoted. We believe that a fully inclusive HRSE programme of study and a whole school approach helps foster good mental health and well-being and benefits all within our school community.

The intended outcomes of our programme are that pupils will:

- know and understand that healthy relationships, sex, sexual relationships, puberty, menopause and changes to the body and mind are part of life's experiences. That a healthy relationship is built on mutual trust and respect. That relationships, body parts and family life will be varied and is part of human Neurodiversity. That adults play an important role in a child's development during puberty and adolescence. How the law protects young people from exploitation and how the law impacts upon their life through choices they make. That consent is crucial to a healthy relationship.

- understand they have a right to be treated equally under the law and to be fully included in the HRSE programme of study. To be treated and educated in a non-discriminatory environment. To feel safe and able to express themselves in a respectful manner about themselves and others
- understand they have a responsibility to take their own health and well-being, including their relationships, seriously and are responsible for their choices and actions. To conduct themselves appropriately and treat others respectfully.

To comply with school rules and expectations including those in HRSE lessons.

Develop the skills of:

- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision-making
- self-respect and empathy for others
- recognising and maximising a healthy lifestyle
- managing conflict
- discussion and group work
- reflection and self=assessment
- emotional literacy and evaluative skills
- communication, including how to manage changing relationships and emotions

HRSE Roles and Responsibilities

In 2021-22. The HRSE programme will be led by the Philosophy, Identity and Ethics (PIE) Head of Department. This role is currently held by Ms S. Donoghue This position is monitored and overseen by a member of the Senior Leadership Team (SLT) who will ensure that this policy and its contents are implemented and followed. The implementation of this policy will be reviewed by the Behaviour, Attitudes and Personal Development group in the Heathcote SLT along with Governors carrying out specific roles relevant to the curriculum

and safeguarding. These positions will be supported by the whole school community, including staff, pupils, governors and parents/carers. The Governing Body will hold the Headteacher to account for the implementation of this policy. Teaching staff will receive HRSE training on all aspects of equalities within HRSE and any National Curriculum updates in order to support pupils with their development and understanding of the relationships in their life, in particular those with protected characteristics. We aim to develop a small group of staff to teach the PIE curriculum to ensure consistency and enable better quality assurance. Training will be delivered by the PIE subject lead on a regular basis. Some topics will be delivered with input from the Waltham Forest Sexual Health Outreach Team.

All staff teaching PIE will have half-termly training, this will be done through bespoke topic related sessions based upon the curriculum being taught that half term. This will also include any teaching assistants (TAs) who will be supporting our SEND pupils thus allowing for sessions to be differentiated and planned or in advance.

It is our aim at Heathcote to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate HRSE that is sensitive to our pupil's background and needs. If there are any questions about what we teach and why then please contact the Head of P.I.E. Head of PIE via email at sdonoghue@heathcote.waltham.sch.uk

HRSE Curriculum Structure

Our HRSE programme is an integral part of our whole school PIE education provision and will, as a minimum cover:

- puberty
- menstruation
- menopause
- body parts and body changes
- healthy and unhealthy relations
- consent
- conception and contraception
- sexually-transmitted infections

- anonymous questions
- signposting services such as local health centres and the school nurse.

Our HRSE programme is inclusive of all pupils and all abilities. We will ensure HRSE is matched to the needs of our pupils by understanding the complex needs of all pupils and using a variety of teaching strategies to meet those needs. Our HRSE programme will be planned and delivered through PIE lessons. Links will be made to other areas such as CSE, FGM, honour-based violence and forced marriages.

Our HRSE programme will be taught through a range of teaching methods and interactive activities, including:

- group and paired work
- questioning
- workshops and drop-down days
- use of ICT
- use of films

In 2021-22, due to the pandemic, the amount of PIE has varied throughout the year for different year groups but certain areas have been prioritised for each year group, including a greater focus on mental health. Year 11 and 13 will receive additional sessions after exams delivered remotely. From 2021-22, pupils in Year 7 -9 will have a one hour a week timetabled for their PIE lesson. This will be supplemented with a registration programme, assemblies and drop-down days. For pupils in Year 10 and Year 11 they will not have timetabled lessons but will have drop down days, guest speakers, assemblies and registration time where statutory requirements will be met with material and information being shared through the most appropriate method depending on the content and nature of the topic.

Lessons will be differentiated by activities and a range of assessments methods. This will complement the belief that all pupils learn in a variety of ways and therefore will be assessed in a number of ways to ensure pupils have access and ownership over the HRSE learning process. High quality resources will support our HRSE provision and will be regularly reviewed by the Head of P.I.E. Selected resources, such as use of ICT, books and film clips

will be used which support and promote understanding within a values context and underpin the delivery of HRSE.

HRSE will link to and specifically compliment learning in many aspects of PIE and Citizenship. In addition, it will also compliment other aspects of the school curriculum for example looking at literacy and the media, which links with English and ICT. Pupils will be encouraged to reflect on their own learning and progress by reflecting upon what they have learned and how they have learned. Assessment in HRSE will take the approach that assessment is an ongoing process which requires both pupils and teachers to reflect upon the learning in lessons. An overview of the learning in each year group can be found in Appendix 2.

We will ensure a safe learning environment by establishing ground rules for lessons in HRSE. Teachers and pupils will agree ground rules by discussing and agreeing in the first lesson, what rules are needed for a safe and mutually respectful learning environment. This will include the roles and responsibilities of the teacher. Distancing techniques such as giving advice to peers, magazine reviews, role play are used because they enable pupils to depersonalise themselves from the situation and remove the emotional attachment to an issue. Pupils' questions will be answered by the teacher. Sensitive issues will be handled by the teacher through a range of strategies which enable a safe and secure learning environment for example using the phrase 'someone I know' in order to avoid naming people. Any questions which are difficult to answer will be deferred. We recognise that HRSE will raise controversial issues. The aim of the safe practice is to enable an open, honest learning environment, in which discussion is not shut down, and is explored fully in a respectful manner. All staff teaching HRSE will be supported by regular training to keep up to date with knowledge and any changes.

Sex Education will be taught in the last term of the academic year for all year groups. Please see Appendix 2 for more details on the overview of PIE and also Appendix 4 for topic and lesson break down. Human reproduction will also be taught and this can be explained more using Appendix 1.

How will we ensure lessons are taught sensitively?

Puberty and menstruation, human reproduction and birth are seen as sensitive topics to teach in HRSE and this will be taught sensitively by trained staff. Staff will be expected to put in measures and strategies to make sure that pupils feel at ease when talking about these topics.

We will incorporate an Anonymous Question box to facilitate sensitive or difficult topics for pupils to discuss in lessons.

How will we ensure effective communication with parents/carers?

At Heathcote School, we aim to build strong relationships with parents and carers as we believe that reinforcing a positive relationship between both parties will promote the learning and personal development of our pupils. To keep parents informed Heathcote School will update parents via Parent Mail when Sex Education is due to be taught. In addition, parents will also be informed whenever the school plans to deliver additional seminars/workshops resulting in pupils learning and experiencing different topics aside from their usual curriculum topics

Statutory Content in HRSE

We are required to teach HRSE as part of our school commitment to a broad and balanced curriculum and school aims and this informs the ethos and principles of this policy. Current regulations and guidance from the Department for Education state that all secondary schools must deliver Relationships and Sex Education from 2020.

At Heathcote School we cover the following elements of the guidance in the following subject areas. These are statutory for all pupils. We are clear that our aim is to educate pupils about these important subjects not to in any way promote the act of sexual intercourse.

Human Reproduction in Science

This component of the HRSE curriculum is taught in Science lessons at Key Stages 3 and 4.

Within the national guidance, the Science curriculum must include a recap about menstruation and puberty, teaching about human reproduction and birth, includes drugs education and the study of sexually transmitted infections (STIs), including HIV.

There continues to be no parental right to withdraw from Science in the National Curriculum.

Health Education (Physical Health and Mental Wellbeing) in PIE

This element of the curriculum is taught in PIE.

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health along with their wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

There is no right to withdraw from Health Education.

Relationships Education in PIE

This element of the curriculum is taught in P.I.E.

In secondary school, relationships education builds on what has been learnt at primary school concerning positive relationships and progresses to talk about intimate relationships. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

At Heathcote School we work with the London Borough of Waltham Forest Sexual Health services. The school has opted into the C Card scheme which offers free contraception to our pupils in Year 10 and year 11. This is introduced and explained to pupils by a member of the Waltham Forest Sexual Health team.

There is no right to withdraw from Relationships Education

Non-statutory HRSE (Sex Education beyond National Curriculum Science)

All secondary schools must teach sex education that is outside of the National Curriculum science, but parents/carers can withdraw their children from this element of sex education. Sex education at Heathcote School will be taught by trained staff in an age appropriate and sensitive way and give due regard to the law. We believe the teaching of sex education alongside relationship education will help to ready pupils for their life in 21st century Britain. This will include topics such as the act of sexual intercourse, the advantages of delaying sexual activity and the importance of consent.

Parents and carers have a right to withdraw their children from non-statutory HRSE, i.e. sex education, following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The Head Teacher has the right to deny this request, but must have very strong reasons for doing so, e.g. safeguarding issues. Alternative arrangements will be made for pupils not attending sex education lessons. The school will document and record this process.

The right to withdraw a child from these lessons ceases 3 terms before a child's 16th birthday. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. See Appendix 5 for request to withdraw form

Safeguarding in HRSE

Safeguarding is an important aspect of all lessons taught as part of HRSE in our school. Our safeguarding policy will be applied to and supported by all aspects of HRSE and any disclosures or issues arising as part of HRSE will be dealt with according to our safeguarding policy.

Teachers are aware that effective HRSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and teachers are expected to follow the school's safeguarding procedures to support both

themselves and the pupils. Teachers will consult with the Designated Safeguarding Lead (DSL) and in his absence the Deputy Designated Safeguarding Lead (DDSL) where they believe a child protection issue has arisen. Visitors and external agencies which support the delivery of HRSE will be required to follow the school safeguard protocols and procedures.

Inclusive Learning

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equality Duty (2014): schools must not unlawfully discriminate against pupils or allow them to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of HRSE will be made accessible to all pupils, including those with SEND. In these circumstances materials and content of the lesson/s would be shared with the SENCO (Mrs Gardiner) where decisions to differentiate or carry out preparatory lessons would be made.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Bullying

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility, alongside the

staff, to keep Heathcote School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

SEND

Reasonable adjustments will be made for all SEND pupils depending on their needs. This will be ensured through sharing resources with the SEND department in advance. Training for in class support will also be offered at the beginning of a new half term. This is to ensure that topics discussed are shared prior to teaching and learning in the classroom. This encourages collaboration between teachers and teaching assistants to ensure all diverse needs are met.

Small focus groups will also be available each week for an hour to support SEND pupils. These timetabled sessions will be held after school with any SEND pupil who has been identified as needing extra support with subject content. This will be altered half termly so that pupils can attend sessions that may be helpful to their individual needs and experiences.

Monitoring, Evaluation and Assessment

To ensure that the teaching and learning in HRSE at Heathcote School is of the highest standard, it will be monitored by our Head of PIE Mrs S Donoghue.

In 2021-22, Heathcote school will identify pupils' prior knowledge and consider any pupils in Year 7 who may have missed out on vital parts of their Sex Education curriculum in Year 6 due to school closures. In response to the lockdown in schools and the diminished opportunity to cover vital parts of their education, the Head of PIE has contacted all of our feeder primary schools and questioned them regarding what sex education content was covered in Year 5 and 6. This has helped to identify gaps in knowledge for our current Year 7 pupils. Other strategies such as knowledge quizzes will be used to identify a starting point for each class.

Heathcote School will assess pupils' learning and progress through assessment tasks which will be undertaken in a variety of ways. Although a written assessment will be carried out in Key Stage 3 as part of our PIE scheme of learning we understand that topics covered in this subject can be assessed in other ways such as discussion and debates. These collaborative class opinions help pupils to build a positive argument and build tolerance and respect for others view, these important life skills will also be considered when assessing. Some written tasks will be set and submitted at the end of the half term to be marked by Head of PIE. These pieces of work will be returned to the pupil with feedback in the form of strengths and areas to improve along with a percentage mark/score reflecting on class work. The school will evidence pupils' learning and progress in HRSE by sending reports utilising the HRSE assessments as evidence. Heathcote School will stay in contact with parents to raise any concerns regarding attitude, effort or behaviour along with praise and positive feedback resulting from lessons

Learning in class will be evidenced through discussions, presentations and work in exercise books.

The PIE praise scheme will also be used in these lessons. This includes pupils being rewarded stickers in their books indicating good work in the following areas classwork, Effort and discussion. After 3 stickers, a pupil will receive a P1 and a positive call home.

Resources

The school will draw from a number of educational resources, for example:

- PSHE Association – quality assured resources
- Medway Resources
<https://www.pshe-association.org.uk/case-study/improving-pshe-and-sre-medway-schools>
- Brook Website
https://www.brook.org.uk/?gclid=CjwKCAiAt9z-BRBCEiwA_bWv-C9SjMZMvqTJj2SgRb_pYF-TAfrChc1vNvRwmLKJgafij-D1TtFcdBoCiukQAvD_BwE

Outside agencies and Visitors including:

- CGL – Drug Awareness
- Prevent – Violence Reduction Team
- Safer School Team
- Gamecare – Gambling Awareness
- Jacqui King Waltham Forest Sexual Health Lead
- Community Safety, Serious Violence & Criminal Exploitation Team

Appendix 1



Pre-Reading - Science Department

Unit 7B – Sexual reproduction in animals

Further reading:

<https://www.bbc.co.uk/bitesize/guides/z9f>

Summary of Learning Objectives:

Reproduction - To be able to describe the processes and structures involved in sexual reproduction in mammals. Reproduction produces new living things (offspring). Two parents are needed for sexual reproduction. Mammals have reproductive systems, which contain reproductive organs to allow them to reproduce. The ovaries and testes produce or sex cells.

Sexual intercourse in mammals

During sexual intercourse, semen (sperm cells mixed with special liquids from the glands) is forced out of the top of the vagina. This is called ejaculation. The semen travels into the top of the uterus and the sperm cells into the oviducts. Sperm and egg cells are adapted to their functions. A sperm cell is much smaller than an egg cell.

Pregnancy in mammals

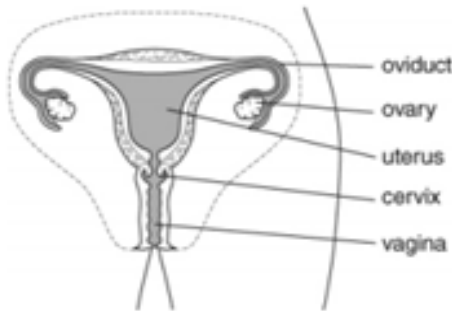
If an egg cell meets a sperm cell in an oviduct, fertilisation can occur (the nuclei from the two cells fuse). The zygote divides to form a ball of cells (an embryo). The embryo travels to the uterus where it sinks into the uterine wall. The woman is now pregnant. Once the embryo has developed all its organs it is called a fetus. It takes about 9 months for a human fertilised egg cell to grow into a baby ready to be born. This time is called the gestation period. While inside the uterus, the fetus is supplied with oxygen and food by the placenta. The placenta also gets rid of waste (especially carbon dioxide) from the fetus. The umbilical cord connects the fetus to the placenta. If a mother drinks too much alcohol or takes drugs while pregnant, she might damage the baby. The baby might be premature.

Growing up

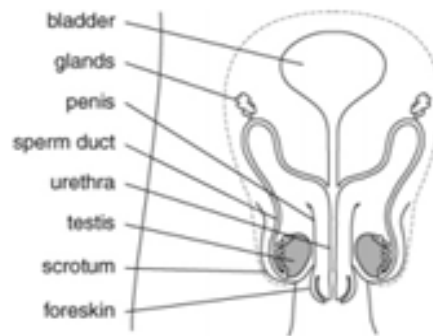
The stages through which an organism goes as it grows and develops are its lifecycle. In the human lifecycle, there is a child. Between the ages of 10 and 14 years, most children start to go through puberty. During puberty, many physical changes occur. Adolescence is the time when emotional as well as physical changes occur.

Changes in boys	Changes in girls
• hair grows under arms, on face and on chest	• hair grows under arms
• pubic hair grows	• pubic hair grows
• shoulders get wider	• hips get wider
• body smell increases	• body smell increases
• testes start to make sperm cells	• ovaries start to release egg cells
• testes and penis get bigger	• breasts develop
• voice deepens ('breaks')	

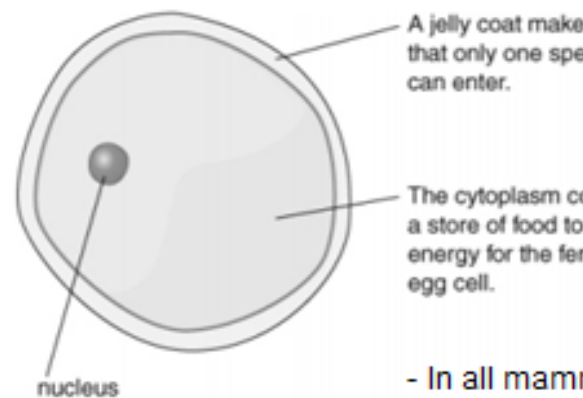
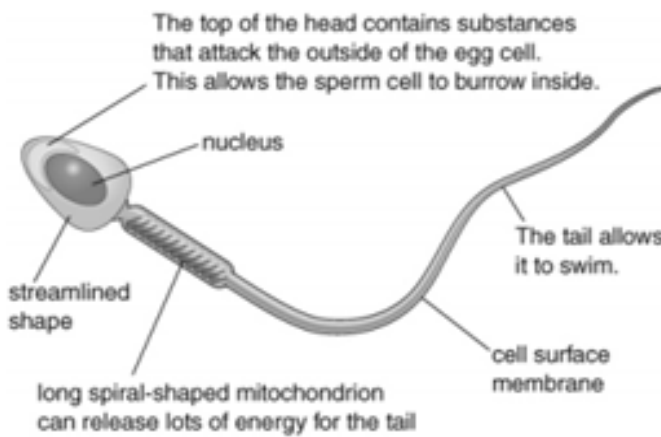
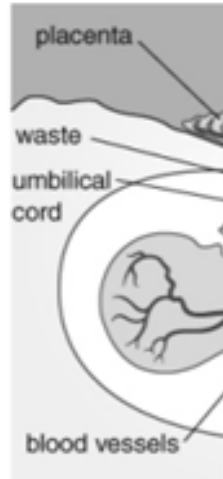
Task: You are a scientist who has discovered a way to create a new breed of pig that is being used for research. Some people have objected to this because they think it is wrong to create new breeds of animals. Disagree with them and write an advertisement to explain to the public why it is important to have healthy young pigs. Your advertisement could prevent the pig from becoming extinct.



The female reproductive system



The male reproductive system



- In all mammals, the fetus develops inside the female.
- In some animals, external fertilisation occurs. This is the case for many aquatic animals (e.g. fish).
- The fertilised egg develops outside the female.

Birth in mammals

- The uterus starts contractions and the woman goes into labour.
- The muscles of the cervix relax.
- The baby is pushed out head first through the cervix and the vagina.
- The baby starts to breathe and the umbilical cord is cut. The scar left behind is the navel.
- Then the placenta is pushed out of the uterus. This is the afterbirth.

Appendix 2

Statutory Requirements – By the end of Secondary School

Topic	Pupils should know
	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

Topic	Pupils should know
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

Topic	Pupils should know
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3 long term and Medium plans year by year

	Autumn 1	Autumn 2	Spring 1	Spring 2	
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Multi-faith Society Commitment, community, and identity. As well as, multi-faith society.	Developing skills and aspirations (Unifrog) Careers, teamwork and enterprise skills, and raising aspirations	Diversity Exploring British values through diversity, prejudice, equality and asylum	Intro Chri The Chri the l cruc resu
Year 8	Drugs, alcohol and smoking Alcohol, tabaco and drug misuse and pressures relating to drug use	Fundraising and Charity Action project where they research and organise a charity event and fundraise	Developing skills and aspirations (Unifrog) Careers, teamwork and enterprise skills, and raising aspirations	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emo well Men emo inclu and
Year 8 (RE)	Exploration of Christianity		Exploration of Islam		Expl
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Religious Education Meaning, purpose and truth. Explored through: Christianity, Islam, Buddhism and humanism	Developing skills and aspirations (Unifrog) Careers, teamwork and enterprise skills, and raising aspirations	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Reli Edu Life Chri Islar prep
Year 10	Mental health Anxiety, depression and Stress- coping mechanism	Religious Education Introduction to Buddhism	Careers and Pathways (Via Unifrog) Careers, teamwork and enterprise skills, and raising aspirations	Relationships Social media, peer pressure, interpreting media, social trends and coming more socially and environmentally conscious	Rel Edu Life Chri Islar cour

Year 11 long term plan of topics to be covered in year 11 through DDDs

Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment, and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Familie Differen parenta respons pregnan and for and cha relation
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