



Woodside High School

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Relationships and Sex Education policy

Woodside draft RSE policy

Relationships and sex education policy (from 2020)

Last review: June 2019

Reviewed by: Djamila Boothman, Suzanna Kane, Colm Connell

Date approved: TBC

Next Review: September 2022

RSE = Relationships, sex and health education

HoD = Head of Department

HoY = Head of Year

SEND = Special Educational Needs and Disability

SLT = Senior Leadership Team

SMSC = Spiritual, moral, social and cultural development

Headteacher: Angela Wallace



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1. Introductory Statement

We believe that relationships and sex education (RSE) is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values that they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

At Woodside High School, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE and that in providing high quality RSE, we are upholding the ethos and shared values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, students and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour for Learning policy
- Child protection and safeguarding policy
- Online safety policy

2. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place within the school community
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships; facilitating opportunity for concerns to be raised and addressed
- Teach students the correct vocabulary to describe themselves and their bodies
- Empower all members of the school community by cultivating a positive and inclusive environment around physical, emotional and sexual health and delivering a broad and ambitious curriculum that facilitates learning for all.

3. Statutory Requirements

As a secondary academy Woodside High School must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, Woodside High School is required by its funding agreement and articles of association to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Woodside High School teaches RSE as set out in this policy. This policy is compliant with statutory guidance '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (effective September 2020) from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

4. Equality, Inclusion & Social Justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. We seek to challenge all forms of discrimination and prejudice within our school community and to promote understanding and respect as outlined under the Equality Act 2010.

Our approach to RSE seeks to support the development of students' spiritual, moral, social and cultural (SMSC) development and is designed to promote equality in the following ways:

- Challenging stereotypes and discrimination as part of the pastoral offer
- Embedded and targeted education across the curriculum
- Creating aspirational opportunities for all students (careers, destinations)
- Disseminating a diverse range of role models and materials to ensure that students feel reflected, valued and included. This means that the RSE provision is (and feels) relevant to all members of the school community.

We are committed to an inclusive curriculum and are mindful of the [SEND Code of Practice 2014](#) when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

5. Policy Development

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

1. Contextual Review

A staff working party pulled together all relevant information including relevant national and local guidance.

2. Curriculum Audit

Heads of Department and lead practitioners reviewed their curriculum alongside the RSE framework and RAG-rated to identify gaps. Volunteers within departments offered recommendations to review schemes of work

3. Student consultation

Staff investigated what exactly pupils want from their RSE via consultation sessions across year groups and a student survey to ascertain students' feelings about the existing provision and their personal safety in school. Findings were collated and shared with the senior leadership team and governing body. The findings fed into recommendations for the policy.

4. Parent/carer consultation

Parents and carers were invited to an online consultation meeting to discuss RSE, development and sharing of the curriculum and respond to a draft version of the policy

5. Staff review

All staff were invited to review the policy

6. Student review

The year 11 student leadership team reviewed the policy

7. Governors' review

The Governing body reviewed the policy.

8. Ratification

Once amendments were made, the policy was ratified by the Board of Trustees and the schedule of review agreed and recorded in the Trust's delegated policy schedule.

6. Definition of Relationships and Sex Education

We define relationships education as learning about healthy lifestyles, taking into consideration personal identity and cultural development, and exploring the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.¹

We take the approach that RSE is best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.²

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

¹ The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.

² This text is taken from the Sex Education Forum

7. Curriculum

Our curriculum is set out as per Appendix 1 but this may be adapted as and when necessary.

The curriculum has been developed in consultation with students, staff, parents and carers and considers the age and feelings of our students. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Where students ask questions outside of the scope of the taught curriculum, teachers will respond in an appropriate manner so that students are fully informed and are not encouraged to seek answers online. Where this occurs, staff will log the details of conversations onto MyConcern so that the safeguarding team can monitor trends, address concerns and liaise with the social sciences department to ensure that the RSE curriculum remains contextually useful and informative for our students.

8. Subject Delivery

From September 2021, the separate subjects of PRS, Religious Education and Citizenship lessons were grouped as part of a wider umbrella 'RSE lessons' at Woodside High School. Biological aspects of RSE are taught as part of the sciences curriculum.

Our RSE curriculum is implemented through planned, timetabled lessons across all key stages, using a spiral curriculum approach. The delivery of RSE is monitored as part of the formal line management system. The Assistant Headteacher responsible for line management of social sciences monitors the delivery of RSE. The Assistant Headteacher who line manages Science and Computer Science and the Deputy Headteacher who line manages PE will also monitor RSE in these curriculum areas. The subject coordinator, Azaria Hinds, will work closely with colleagues in related curriculum areas to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as year group assemblies, tutor time, extra-curricular activities and workshops (delivered by external agencies).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from the non-statutory components of sex education within RSE.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching. The areas of learning are taught taking care to ensure that there is no stigmatization of children based on their personal circumstances (families can include single parents, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/ carers amongst other structures) along with reflecting sensitively that some students may have a different support structure (for example young carers or looked after children). All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the policy and curriculum requirements. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

For more information about Woodside High School's RSE curriculum, see Appendices 1 and 2.

9. Roles & responsibilities

9.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Inclusion and Safeguarding sub-committee.

9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 16).

9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Social science staff, RSE curriculum team leads and their teams are responsible for teaching RSE at Woodside High School.

9.4 Students

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

10. Monitoring

The delivery of RSE is monitored as part of the formal line management system. The Assistant Headteacher responsible for line management of social sciences monitors the delivery of RSE. The Assistant Headteacher who line manages Science and Computer Science and the Deputy Headteacher who line manages PE will also monitor RSE in these curriculum areas

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent and that the curriculum is meeting the needs of our school community as well as the national requirements.

This policy will be reviewed by the school's leadership team and Governing Body annually. If changes are needed, members of staff, parents/carers and students will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Learning walks
- Our coaching programme
- Planning scrutiny
- Looking at samples of students' work
- Analysing student attendance in lessons
- End of module assessment scrutiny

Student development in RSE is monitored by class teachers as part of the school's internal assessment systems.

11. Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from learning walks
- Feedback and evaluation by students (for example, using student interviews, questionnaires/ surveys and focus groups)
- Scrutiny of student assessment records
- Sampling student work

12. Student Assessment

Woodside High School uses a range of assessment methods in order to:

- get regular feedback on student progress in RSE
- identify where pupils need extra support or intervention
- ensure that lessons are planned in a way that students differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Students' pre and post unit self-evaluation
- Mini- assessments

Mini assessments take place as part of the school's assessment calendar and are marked by classroom teachers and are moderated within the social sciences department. Students are encouraged to address any misconceptions and deepen their understanding in an assessment feedback lesson.

13. Student Voice

Student voice is central to the culture and ethos of Woodside High School and is used to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE schemes of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

14. Answering Student Questions

RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

15. Working with parents and carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school
- Sharing copies of the policy in face-to-face meetings and/ or through emails
- Termly letters home
- Scheme of work is shared on the school website

16. Parents' right to withdraw their child from sex education³

As outlined within the Statutory Guidance, parents/carers have the right to withdraw their children from the non-statutory components of sex education, which is delivered as part of RSE up to and until 3 terms before the child turns 16.

We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from the non-statutory components of sex education within RSE. Please refer to the school's RSE policy for the full curriculum plan. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). In the interests of transparency, we have clearly signposted the lessons that this relates to and included the topics below:

Year 7:

Week	Topic
1	Female Genital Mutilation (FGM)
2	periods
3	puberty
4	dangers of smoking
5	drugs

Year 8:

³ The information above is based on the Relationships, and Health Education guidance that became statutory from September 2020. For secondary schools, a parent can withdraw their child from some or all of sex education. A head teacher cannot overrule a request for withdrawal. For more information please see: gov.uk/government/publications/sex-and-relationship-education

Week	Topic
1	body image
2	safe sex (consent)
3	safe sex (contraception)
4	dangers of pornography
5	safe sex (sexting)
6	safe sex (STIs)

Year 9:

Week	Topic
1	consent
2	consensual sexual activity
3	safe sex
4	social media and mobile phones
5	healthy relationships
6	the developing body and body image

Year 10:

Week	Topic
1	sexism and gender prejudice
2	gender and trans identity
3	same sex relationships
4	forced and arranged marriage
5	revenge pornography

Year 11:

Week	Topic
1	what is good sex
2	safe sex
3	fertility
4	consent, rape & sexual abuse
5	body shaming
6	types of relationships

All of these lessons take place in first half of the Summer Term. A reminder message will be sent home at the end of the Spring Term, allowing parents to discuss the matter, should they wish to

Please note that parents/carers **do not** have a right to withdraw their child from:

- Relationships Education
- any sex education delivered as part of the Science curriculum.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of relationships education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing (using the form found in Appendix 3) and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

17. Working with visitors and external agencies

From time-to-time Woodside High School may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE curriculum by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the students' learning after the session/s as well as answer any questions they may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

18. Safeguarding and child protection

Woodside High School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education 2021](#).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have, experienced abuse.

We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Woodside High School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Woodside High School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with students on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.



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Appendix 1: Curriculum map

RSHE Curriculum Map

Headteacher: Angela Wallace



INTENT: To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

DEPARTMENT: RSHE / Religious Studies

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 7 – RSHE Exploring religion and the world around us	KNOWLEDGE	Religious studies – Christianity Students will learn the basic foundations of Christianity. This will include beliefs, the history and key concepts. 7 lessons	Religious studies – Islam Students will learn the basic foundations of Islam. This will include beliefs, the history and key concepts. 7 lessons Mini assessment	Living in the wider world Understanding the world around them with a focus on prejudice and discrimination , what it means to be a resilient and social media safety. 6 lessons	Finance Introducing students to the financial world with a focus on money management, avoiding debt and tax. 6 lessons	Wellbeing Students will focus on mental health and what causes our health to deteriorate. They will also focus on the importance of physically looking after our body. 6 lessons	RSE Understanding how the body changes, the effects of substances and FGM. 7 lessons Low stakes quiz
	SKILLS	Understanding key elements of Christianity, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.	Understanding key elements of Islam, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.	Developing community roles & responsibilities Persuasive and extended writing skills	Group work, presentation and Problem-solving skills	Group work skills and learning how to discuss sensitive topics	Developing mutual respect of differences, presentation skills and discussing sensitive topics

<p>YEAR 8 – RSHE</p> <p>How does religion and society help to frame who we are later in life?</p>	<p>KNOWLEDGE</p>	<p>Religious Studies – Buddhism and Judaism</p> <p>Students will learn the basic foundations of Buddhism and Judaism. This will include beliefs, the history and key concepts.</p> <p>3 lessons on each religion</p>	<p>Religious Studies – Hinduism and Sikhism</p> <p>Students will learn the basic foundations of Hinduism and Sikhism. This will include beliefs, the history and key concepts.</p> <p>3 lessons on each religion</p> <p>Mini assessment</p>	<p>Living in the wider world</p> <p>Understanding what British values are and how they are incorporated in everyday life, exploring extremism and how it can influence vulnerable minds and dealing with domestic conflict.</p> <p>6 lessons</p>	<p>Careers and finance</p> <p>Exploring careers options and CV/personal statement writing. Understanding financial management.</p> <p>6 lessons</p>	<p>Wellbeing</p> <p>Students will focus on mental health and what causes our health to deteriorate. They will also focus on the importance of physically looking after our body.</p> <p>6 lessons</p>	<p>RSE</p> <p>Students will gain a better understanding of consent, contraception and body image.</p> <p>7 lessons</p> <p>Low stakes quiz</p>
	<p>SKILLS</p>	<p>Understanding key elements of Judaism and Buddhism, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.</p>	<p>Understanding key elements of Hinduism and Sikhism, researching skills which will mainly be completed as homework activities and enhancing confidence during discussions around certain topics.</p>	<p>Developing community roles & responsibilities Persuasive and extended writing skills</p>	<p>Group work, presentation and Problem-solving skills</p>	<p>Group work skills and learning how to discuss sensitive topics</p>	<p>Developing mutual respect of differences, presentation skills and discussing sensitive topics</p>

<p>YEAR 9</p> <p>Core Citizenship</p> <p>RSHE incorporated where appropriate.</p>	<p>KNOWLEDGE</p>	<p>Citizenship Students will have a greater understanding of what citizenship is and how it affects the world around us.</p> <p>7 lessons</p>	<p>Citizenship To gain a better understanding of what rights humans have and how they are used legally.</p> <p>7 lessons</p> <p>Mini assessment</p>	<p>Citizenship To develop a clear understanding of the criminal justice system, how it works and how it affects people in society.</p> <p>6 lessons</p>	<p>Citizenship To understand how British politics work and how participation has an effect on how the country is governed.</p> <p>6 lessons</p> <p>Mini assessment</p>	<p>Citizenship To develop a strong understanding of how citizenship differs globally and how it affects us in the UK.</p> <p>6 lessons</p>	<p>Citizenship To explore current affairs and how they are presented in the media. To also understand how this contributes to societies view on certain groups.</p> <p>7 lessons</p> <p>Mini assessment</p>
	<p>SKILLS</p>	<p>Speech writing skills and group working skills</p>	<p>Class debating skills and evaluative writing skills</p>	<p>Researching skills and presentation skills</p>	<p>Group presentation skills, persuasive writing and speaking skills</p>	<p>Team working and presentation skills</p>	<p>Group presentation and ICT skills</p>
<p>Core Religious Studies</p> <p>RSHE incorporated where appropriate.</p>	<p>KNOWLEDGE</p>	<p>RS Christianity Students will learn the basic foundations of Christianity. This will include beliefs, the history and key concepts.</p> <p>7 lessons</p>	<p>RS Islam Students will learn the basic foundations of Islam. This will include beliefs, the history and key concepts.</p> <p>7 lessons</p> <p>Mini assessment</p>	<p>RS Judaism & Buddhism Students will learn the basic foundations of Judaism & Buddhism. This will include beliefs, the history and key concepts.</p> <p>6 lessons</p>	<p>RS Hinduism & Sikhism Students will learn the basic foundations of Hinduism & Sikhism. This will include beliefs, the history and key concepts.</p> <p>6 lessons</p> <p>Mini assessment</p>	<p>RS Peace and Conflict Students will understand how peace is presented in different religions and how religion is used in conflict.</p> <p>6 lessons</p>	<p>RS Crime and punishment Students will understand how crime and punishment is used in relation to religion and explore different viewpoints about whether punishments are necessary.</p> <p>7 lessons</p> <p>Mini assessment</p>

	SKILLS	Understanding key elements of Christianity, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.	Understanding key elements of Islam, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.	Understanding key elements of Judaism and Buddhism, researching skills which will be completed as homework activities and enhancing confidence during discussions around certain topics.	Understanding key elements of Hinduism and Sikhism, researching skills which will mainly be completed as homework activities and enhancing confidence during discussions around certain topics.	Through class debates students will be able to form solid opinions based on facts and evidence discussed throughout the unit. They will also use their evaluative writing skills to complete extended pieces of writing throughout the unit.	Through class discussions and debates, students will be able to develop their own reasoning behind crime and punishment in relation to religion. They will also answer questions within this unit where they can use their knowledge and evidence to formulate a strong written response.
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KS4		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 10	KNOWLEDGE	Drugs, gangs and crime The unit will develop the understanding of alcohol and drug misuse, crime and exploring the real reasons people join gangs. 7 lessons	Living in the wider world Students will understand real life issues such as terrorism, fake news and exploitation. 7 lessons	Careers and finance Understanding how to live independently, the importance of financial management and consumer rights. Introduction to careers with a focus on workplace skills and characteristics employers seek in potential candidates. 6 lessons	Careers Continuing the careers unit with a focus on CV writing, trade unions and enterprising. 6 lessons	Wellbeing Students will focus on mental health and what causes our health to deteriorate. They will also focus on the importance of physically looking after our body. 6 lessons	RSE Understanding the difference between forced and arranged marriage, the impact of revenge porn and difference identities exist within society. 6 lessons Low stakes quiz

Year 11	SKILLS	Class discussions and developing skills at discussing sensitive issues	Developing skills at discussing controversial issues	Developing personal finance skills and healthy money management. Introduction to planning for their future.	Developing independence skills, planning for the future skills and job writing skills	Group work skills and learning how to discuss sensitive topics	Class discussions and developing skills at discussing sensitive issues
	KNOWLEDGE	Drugs, alcohol and the law The unit will develop the understanding of different drugs, how addiction affects life around us and country lines. 7 lessons	Preparing for college Students will understand the application process for colleges, post 16 and learning to study effectively. Students also will understand how to write a constructive CV, preparing for job interviews and workplace skills. 7 lessons	Finance Understanding how to live independently, the importance of financial management and consumer rights. 6 lessons	Wellbeing Students will focus on mental health and what causes our health to deteriorate. They will also focus on the importance of physically looking after our body. 6 lessons	RSE Understanding how to cope with a break-up, the effects of sexual abuse and different types of relationships. There will also be a focus on safe sex and fertility to help students improve their knowledge around these topics. 6 lessons	
	SKILLS	Class discussions and developing skills at discussing sensitive issues	Developing planning for the future skills	Developing personal finance skills	Group work skills and learning how to discuss sensitive topics	Class discussions and developing skills at discussing sensitive issues	

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

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

	<ul style="list-style-type: none"> ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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

Headteacher: Angela Wallace

