

Secondary Relationships & Sex Education (RSE) and Health Education Policy

The Gatwick School

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Contents

1. Intent of RSE Policy	2
1.1 Aims and objectives	3
1.2 Roles and Responsibilities	4
1.3 Implementation	5
2. The RSE and Health Education Curriculum	6
2.1 Training	7
2.2 Policy Development	8
2.3 Parents’/Carers’ right to withdraw.	8
2.4 Safeguarding and Confidentiality.....	9
2.5 Impact – Monitoring, Evaluation and Review of RSE.....	9
2.6 Legal Framework.....	10
Appendix 1	11

Useful link that parents/carers may find useful prior to reading this policy:

Department for Education – “[Understanding Relationships, Sex and Health Education at your child’s secondary school: a guide for parents](#)”

Department for Education – “[Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)”

1. Intent of RSE Policy

The RSE and Health Education policy at The Gatwick School Secondary aims to equip pupils with the knowledge and skills needed to make informed, healthy **choices**, fostering their development, and increasing their **chances** for success as responsible global citizens in the future. This encompasses nurturing a broad spectrum of relationships, including friendships, intimacy, and familial bonds, while promoting a comprehensive understanding of human sexuality to encourage self-respect and respect for others.

Recognising the significance of educating pupils about sex, relationships, and their health, we seek to prepare them for the **chances**, responsibilities, and experiences of adult life. Our approach encompasses the spiritual, moral, social, cultural, mental, and physical aspects of pupils' development within the school, local Crawley community and society. We are committed to delivering high-quality, age-appropriate instruction that aligns with Department for Education (DfE) guidelines.

In line with the DfE's definition, our RSE and Health Education program emphasises physical, moral, and emotional development, highlighting the value of stable and loving relationships, respect, love,

care, and sex education. It aims to provide accurate information, explore issues, and instil positive values without promoting sexual activity.

Our PSHE curriculum covers emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health in a manner suitable for pupils' age and stage of development. This approach empowers pupils with accurate information, positive values, and the skills to navigate healthy, safe, and positive relationships, embrace their sexuality, and take responsibility for their well-being.

While we fully respect parents/carers' legal right to withdraw their child from sex education within RSE and Health Education (excluding sex education in the National Curriculum as part of science), our commitment goes beyond statutory requirements. We offer pupils a safe, non-judgmental environment for discussions and questions. We ensure they understand the impact of puberty on their bodies and relationships, promote knowledge of safer sex and sexual health, and foster feelings of self-respect, confidence, integrity, resilience, justice, trustworthiness, and empathy.

We aim to create a positive **culture** around sexuality and relationships, teach appropriate vocabulary, and help pupils recognise acceptable and unacceptable behaviour within relationships, understanding how their **choices** affect their relationships. We emphasise the positive impact of healthy relationships on well-being and guide pupils on managing challenging situations and seeking help when needed to improve their **chances** for success in dealing with this now and in later life.

Furthermore, our RSE and Health Education curriculum is closely aligned with the core values of the school, promoting a positive and inclusive **culture**, understanding, and celebrating all protected characteristics to improve everyone's **chances**, how to make positive **choices**, and contributing positively to the community. We value diverse beliefs, and embracing of similarities and differences within The Gatwick School community.

1.1 Aims and objectives

The RSE and Health Education program offers pupils the **chance** to:

1. Develop an understanding of sex, sexuality, sexual health, and gender identity.
2. Recognise what constitutes a healthy relationship, acknowledging its positive impact on mental well-being.
3. Cultivate a range of relevant personal skills.
4. Identify abusive relationships within legal frameworks.
5. Foster a positive view of human sexuality with honest, accurate information, age-appropriate for maturity.
6. Learn how to seek help and treatment from sources within school, the community and online.
7. Understand and advocate for gender equality and LGBTQ+ equality, challenging discrimination both in RSE and Health Education lessons and daily school life.
8. Comprehend internet and social media safety.
9. Provide pupil input to make teaching relevant to their evolving needs.

These aims will be achieved by developing understanding in the following areas:

1. Values and moral issues, emphasising the importance of family life.
2. Biological facts related to human growth, development, and reproduction.
3. Various types of relationships, encompassing friendships, working relationships, family dynamics, interactions with strangers, and intimate relationships.
4. Recognition and cultivation of healthy relationships, including self-respect, respect for others, commitment, tolerance, boundaries, and consent. Additionally, it addresses conflict management and the identification of unhealthy relationships.
5. Awareness of grooming, sexual exploitation, domestic abuse, and the emotional repercussions of female genital mutilation.
6. Understanding how relationships can impact health and well-being, especially mental health.
7. Rules and principles for online safety, including data usage.

Effective RSE and Health Education significantly contributes to the development of the personal skills necessary for pupils to establish and sustain relationships. It encourages pupils to appreciate the significance of stable, loving relationships, respect, love, and care while empowering them to make informed and responsible **choices** concerning their health and well-being.

1.2 Roles and Responsibilities

Interim Executive Board Members:

- Ensure all pupils make progress toward achieving expected educational outcomes.
- Oversee the leadership, management, and planning of the RSE and Health Education curriculum.
- Evaluate the quality of provision through regular self-assessment.
- Ensure that teaching is accessible to all pupils with SEND.
- Provide clear information to parents/carers regarding the curriculum content and their right to request withdrawal.
- Ensure that the school has the necessary resources, staff, and timetabling to meet legal obligations.
- Maintain and update a separate written policy statement, publishing it on the school's website and offering it free of charge to anyone who requests it.

Headteacher:

- Oversee the overall implementation of this policy.
- Ensure that all staff are adequately trained to deliver these subjects.
- Keep parents/carers well-informed about this policy.
- Review requests to withdraw pupils from non-statutory components of the curriculum.
- Discuss withdrawal requests with parents/carers and, when appropriate, the pupils to understand their preferences and clarify the curriculum's nature and purpose, highlighting its educational benefits.
- Ensure that withdrawn pupils receive appropriate, purposeful education during the withdrawal period.
- Encourage parental involvement in consultations regarding the school's RSE and Health Education curriculum.
- Review this policy annually.
- Report to the governing board on the policy's effectiveness and the curriculum's impact.

Designated Safeguarding Lead (DSL):

- Provide advice and consultation on safeguarding-related topics within the RSE and Health Education curriculum.
- Promote awareness of safeguarding issues among staff.
- Serve as a point of contact for staff with concerns about a pupil's welfare related to the teaching of RSE and Health Education.

All Staff:

- Act in accordance with and promote this policy.
- Deliver RSE and Health Education in a sensitive, high-quality, age-appropriate manner for each year group.
- Avoid expressing personal views or beliefs during curriculum delivery.
- Plan lessons effectively, using a variety of teaching methods and resources to cover the content.
- Model positive attitudes toward RSE and Health Education.
- Collaborate with the SENCo to identify and respond to individual needs of pupils with SEND.
- Coordinate with the PSHE subject leader on key topics, resources, and support for individual pupils.
- Monitor pupil progress in RSE and Health Education.
- Report any concerns about curriculum delivery to the PSHE subject leader or a member of the Senior Leadership Team (SLT).
- Report safeguarding concerns or disclosures related to curriculum content to the DSL.
- Responsibly address pupils whose parents have requested withdrawal from non-statutory components of RSE by providing alternative education opportunities.
- Note that staff do not have the right to opt out of teaching RSE, but they are encouraged to discuss concerns with the Headteacher.
- Staff may be asked, as part of their school role, to deliver parts of the RSE curriculum.

SEnCo:

- Advise teaching staff on identifying and supporting individual pupils' needs.
- Provide guidance on the use of Teaching Assistants (TAs) to meet individual pupils' needs.

1.3 Implementation

Section 34 of the Children and Social Work Act 2017 outlines the delivery of RSE (Relationships and Sex Education) as detailed in this policy, which is communicated to parents/carers through the school website and newsletters. The RSE and Health Education curriculum is integrated throughout the school using our core values (**choices, chances, culture**) and delivered via various methods, including:

- Jigsaw curriculum (both statutory and non-statutory, part of the national curriculum).
- Tutor Time.
- External Agencies.
- Assemblies.
- Enrichment opportunities.

All content and resources are age-appropriate and created by Jigsaw, the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSL), or specialist external providers. Content from external providers is always quality assured by a member of the Senior Leadership Team or the

Safeguarding Team. The curriculum is designed to complement other subjects, and where appropriate, connections are made to promote integrated teaching. Specially trained staff members deliver the curriculum, addressing timely issues in line with current evidence concerning pupils' physical, emotional, and sexual development.

RSE and Health Education is delivered in a non-judgmental, age-appropriate, factual, and inclusive manner, fostering a safe environment for pupils to ask questions. The teaching aligns with legal requirements, particularly those of the Equality Act 2010, to ensure that pupils understand the boundaries set by the law and the wider legal implications of their **choices**.

All pupils are expected to learn about LGBTQ+ content, and parents do not possess a statutory right to withdraw their children from lessons including LGBTQ+ content. The curriculum emphasises inclusivity, encompassing all gender identities and expressions, and ensuring active participation of all pupils.

The school ensures that the teaching of sensitive topics, such as the human body, is culturally sensitive and appropriate for the diverse school community. Teaching materials and resources are assessed by the PSHE subject leader to ensure age-appropriateness, sensitivity to religious backgrounds, and consideration for pupils with SEND. Across all year groups, various methods, such as diagrams, videos, books, games, discussions, and practical activities, are used to facilitate learning. Inappropriate materials are avoided, and resources are chosen considering pupils' age and cultural backgrounds. Safeguards and comprehensive monitoring and filtering systems are in place to prevent pupils from accessing inappropriate internet content, as outlined in the school's Online Safety Policy and Acceptable Terms of Use Agreement.

Teachers adapt their teaching style to suit one-on-one and whole class settings, encouraging pupils to ask questions and engage in discussions. They provide sensitive and honest answers to questions raised by pupils.

The curriculum strongly emphasises healthy relationships, including marriage, while avoiding stigmatisation based on pupils' family circumstances. Teachers are sensitive to diverse family structures, such as single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, and foster parents/carers. When addressing topics like self-harm and suicide, teachers are aware of the potential risks and avoid any material that could be seen as instructive rather than preventative.

Teachers focus on challenging pupils' preconceived notions based on protected characteristics and aim to develop mutual respect for those who are different from themselves.

2. The RSE and Health Education Curriculum

The school is committed to aligning its curriculum with the DfE's 'Relationships Education, Relationships and Sex Education (RSE), and Health Education' guidance consistently. We recognise the importance of considering the context and perspectives of the broader local community when shaping the curriculum to reflect local circumstances.

Our curriculum, as outlined in Appendix 1, provides a foundation, but we remain adaptable as circumstances require. In PSHE lessons, our pupils follow the Jigsaw Programme, which covers all areas of PSHE, including statutory RSE and Health Education. The curriculum deepens and broadens each year as pupils' progress. We are responsive to topical issues within the school and the wider community, tailoring the RSE and Health Education curriculum to address specific needs. For instance, if there is a local prevalence of sexually transmitted infections, our curriculum will be adjusted accordingly.

We have developed our curriculum in consultation with parents/carers, pupils, and staff, taking into consideration the age, needs, and feelings of our pupils. When pupils pose questions that extend beyond the scope of this policy, our teachers will respond appropriately to ensure they are well-informed and do not seek answers online.

RSE and Health Education are integrated within the PSHE education curriculum, comprising two hours of dedicated curriculum time every fortnight, and are also integrated into Tutor Time and assemblies. Biological aspects of RSE and Health Education are incorporated into the science curriculum, while other aspects are covered within Religious Education/Studies, Sociology, and Physical Education.

Teachers ensure that pupils' voices are heard, encouraging questions and discussions. They provide sensitive and honest answers. The program equally addresses female, male, transgender, and non-binary pupils, ensuring their active participation aligns with their learning styles. The program promotes self-esteem and encourages personal responsibility. While emphasising the importance of healthy relationships, teachers do so with sensitivity to avoid stigmatising pupils.

We acknowledge that pupils with special educational needs and disabilities (SEND) have the right to learn about sex and relationship education. Our curriculum is designed to be inclusive of all pupils, and the specific needs of pupils, especially those with special educational needs, are considered during curriculum creation and delivery. Teachers consult pupils' SEND profiles and Learning Support Plans (LSPs), just as they would for any other lesson.

Teachers are responsible for meeting the needs of all pupils, including those in the LGBTQ+ community, and instilling an understanding of the importance of equality and respect. Teachers are aware of how to pre-empt for any vulnerable pupils and ensure they receive support to develop skills that reduce risks. Throughout program delivery, parents/carers are informed, and their input is highly valued.

2.1 Training

Staff undergo regular training in RSE and Health Education, which is integrated into the school's ongoing professional development calendar. This training is provided in conjunction with the SMSC (Spiritual, Moral, Social, Cultural) training that staff receive. In addition to this, staff receive pertinent information and guidance from Jigsaw to enhance their ability to teach these topics effectively. Upon completion of this training, staff will be well-equipped to offer pupils guidance on where and how to access confidential advice, counselling, and treatment. They will also be able to provide information about emergency contraception and its effectiveness.

2.2 Policy Development

For this policy, the following terms are used:

- "RSHE" encompasses the entire program of relationships, sex, and health education.
- "RSE" specifically refers to relationships and sex education, focusing on teaching pupils about nurturing various forms of healthy relationships and developing an understanding of human sexuality and self-respect.
- "Health Education" pertains to the instruction on how pupils can make informed **choices** concerning their health and well-being, emphasising the interconnectedness of physical health and mental well-being.

This policy and the delivery of the curriculum were collaboratively developed through consultation with staff, pupils, and parents/carers. The policy development process followed these steps:

1. Review: A member of staff and the Headteacher gathered pertinent information, including national and local guidelines.
2. Staff Consultation: All school staff were given the opportunity to review the policy and provide recommendations.
3. Trust Consultation: An RSE and Health Education specialist from the Aurora Academies Trust evaluated the school's RSE and Health Education curriculum map and delivery plan, offering recommendations.
4. Parent/Stakeholder Consultation: Parents/carers and interested parties were invited to complete a survey to provide feedback on the policy. Concerns and questions regarding the policy were raised through this survey for the consideration of the school. Following consultation and ratification of the policy, further concerns or questions can be raised by contacting the Headteacher who will direct parents/stakeholders to the appropriate member of staff to follow up.
5. Pupil Consultation: Pupils' perspectives on RSE and the topics covered were investigated.
6. Ratification: After incorporating necessary amendments, the policy was shared with governors and the Interim Executive Board (IEB) for ratification.

Input from teachers, pupils, and parents was gathered through various methods, including questionnaires, meetings, letters, and training sessions.

2.3 Parents'/Carers' right to withdraw.

Parents/carers hold the right to withdraw their children from the non-statutory/non-science components of sex education within RSE and Health Education. This withdrawal option is available up to three terms before the child turns 16. If, after this point, the child prefers to receive sex education rather than being withdrawn, the school will facilitate this.

To request withdrawal, parents/carers should submit a written request, clearly stating their reasons for wanting their child to be withdrawn from the RSE and Health Education curriculum. The request

should specify which specific aspects they wish their child to be excluded from. This written request should be hand-delivered to the school and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will engage in a discussion with the parents/carers regarding the withdrawal request and take necessary actions. Subsequently, the Headteacher will provide written confirmation of the actions taken, which will be sent to the parents/carers and logged in the pupil's educational record.

Pupils who are withdrawn from sex education will be provided with alternative assignments, which they will complete in a supervised environment.

2.4 Safeguarding and Confidentiality

In our comprehensive curriculum, all pupils will receive instruction on how to ensure their own safety, including online safety. However, when addressing topics that are particularly sensitive, such as self-harm or suicide, teachers will be mindful of the potential risks associated with inadvertently encouraging or providing instructions to pupils. In all cases, the primary focus of teaching on these subjects will be to prevent harm to the pupils.

The importance of confidentiality in the classroom is a fundamental aspect of RSE and Health Education. Teachers are expected to uphold their pupils' confidentiality to the greatest extent possible, while adhering to the school's policies.

Teachers also recognise that certain elements of RSE and Health Education may lead to a pupil disclosing a safeguarding concern, such as instances of abuse. In such cases, if a disclosure is made, the Designated Safeguarding Lead (DSL) will be immediately informed. Pupils will be educated on how to express their concerns or report issues, as well as the procedures involved in addressing their reports, including when they have concerns about a peer.

2.5 Impact – Monitoring, Evaluation and Review of RSE

At The Gatwick School, we maintain the same high expectations for the quality of work in RSE and Health Education as we do for all other curriculum areas. Our robust curriculum is designed to build upon the knowledge that pupils have previously acquired, incorporating insights from various subjects. Regular feedback is provided to monitor and enhance pupil progress. To ensure continued relevance and effectiveness, we assess pupils' learning at the end of each topic. These assessments, including self-assessment tasks, aim to confirm pupils' comprehension and recall of the subjects without causing undue pressure.

We thoughtfully plan lessons to challenge pupils of varying abilities, catering to the needs of the most capable among them. Assessments serve as tools to identify areas where pupils may require additional support or intervention. The quality of teaching and learning in RSE and Health Education is closely monitored through various methods, such as book checks, termly meetings, informal observations, and in-depth evaluations conducted by the subject lead and/or members of the Senior Leadership Team. These observations guide staff training needs and improvements in the curriculum.

While there are no formal examinations for RSE and Health Education, the school uses Jigsaw end-of-unit assessments and recap and retrieval tasks as part of the broader teaching and learning approach to assess pupil outcomes.

The PSHE subject leader collaborates regularly with the Headteacher and Governors/IEB, for instance, through monthly review meetings, to evaluate the effectiveness of the subjects and implement necessary changes.

The delivery of RSE and Health Education is monitored by the school's leadership team through activities such as Tutor Time learning walks, annual reviews of Personal Development and RSE and Health Education provisions, lesson visits as part of Individual Performance Appraisals, and half-termly reflect, retrieve, and revise activities/assessments.

This policy undergoes an annual review led by the school's leadership. During each review, the policy is approved by the Headteacher and ratified by the Governors/IEB. Any necessary policy changes, including alterations to the curriculum, are overseen by the Headteacher. These changes are clearly communicated to all staff members and, when appropriate, to parents/carers and pupils involved in the RSE and Health Education curriculum.

Additionally, this policy is subject to an annual review, or sooner if the RSE curriculum is modified due to factors like stakeholder consultation, emerging themes, evolving pupil needs, or new legislation and guidance.

2.6 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

Appendix 1

<https://jigsawlivescmsuk.blob.core.windows.net/umbraco-media/kgmkv0ln/mapping-to-statutory-RSE-outcomes-updated.pdf>

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school, and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest, and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement, and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement. Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships	Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.	Impact of physical health in reaching goals, relationships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability.	Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family. Understanding love, fake news, pornography.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, sexual identity, gender, spectrum of sexuality. Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support.
Year 11 (15-16)	Becoming an adult. Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance. Sexual health, hygiene, self examination. STIs, sexual pressure, fertility issues, contraception, consent. Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications. Identifying a range of risks including rape and strategies for staying safe. Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex. Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes. Child on child abuse, power control and sexual experimentation. Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support.	

Families can also view the “Parent Access” Jigsaw platform. Please contact the school for the Access Code. The website can be accessed using this link: <https://jigsawpshe.online/parent>

Example lesson resources delivered for pupils aged 13-14 years old with their “Relationships” unit in Summer 1.

Learning intentions:

I understand that there are consequences if I choose to have unprotected sex.

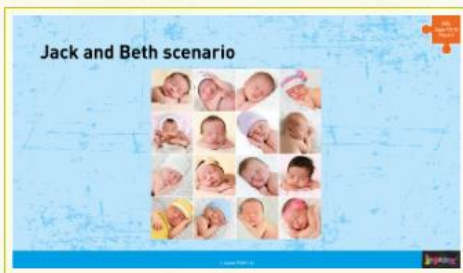
I know about different sexually transmitted infections.

I know about sexual health clinics and how to access help and support if I have unprotected sex.

I know some of the options available if I have unprotected sex.

BIG QUESTION Can relationships ever be equal?	Resources List Jigsaw Chime Slides Jigsaw Charter STI matching game and STI information sheet Character cards (optional)
Signposting information www.themix.org.uk www.brook.org.uk www.nhs.uk/conditions/contraception www.fpa.org.uk www.nhs.uk/pages/home.aspx	Mindfulness script Mindfulness script follows the lesson plan or use audio file embedded in the slide

Learning Pod	Big Bit	Finishing Facts	Signpost
Show the Jigsaw Charter. Mindfulness practice Use the mindfulness script or audio file embedded in slide to share mindfulness practice with the students. Stimulus Ask What do you think the slide is about? question. Tell me/show me Complete Consequences activity.	Options: 1. Emotional consequences. 2. Jack and Beth scenario.	Relationships can be happy and healthy. Think carefully for yourself about what sex in a relationship would mean to you. Remember the consequences of unprotected sex: it's not just pregnancy and STIs but emotional consequences too. Remind students of the big question: Can relationships ever be equal? and give time for reflection.	Highlight where students can find out more information and where they can source support.



Slide 28

Option 2. Jack and Beth scenario (1/2)

Ask: What do you think about when looking at this picture?

Think back to last lesson when we discussed if there is a right time to have a baby.



Slide 29

Option 2. Jack and Beth scenario (2/2)

Read the Jack and Beth scenario.

Split the class into groups and assign each class member a character from the character cards. Some groups will be looking at Jack's position and others will consider Beth's viewpoint. In groups, discuss the views of each character and decide what Beth and Jack should/could do. Each group to feed back on what Beth is going to do and why.

Ensure they answer these questions:

- How did they come to the decision?
- Who or what brought them to the decision?

If there are different decisions from groups, discuss how they came to their different views.