Stone Soup Academy
Relationship, Sex and Health Education Policy (RSHE)

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1. Aims

This policy covers our schools approach to Relationship, Sex and Health Education (RSHE) and was produced by the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSHE at Stone Soup Academy falls within our Personal Development offer. As such, it aligns with our five Personal Development Principles, but particularly the principles of 'Character' and 'Wellbeing and Community'. All content taught is also underpinned by our school values; Kindness, Celebration, Respect, Collaboration and Positivity.

Stone Soup Academy believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. RSHE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where apt
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other education or training advisors.

2. Definition

For the purpose of this policy:

Relationships, sex and health education will:

Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds

Focus on pupils having respect for themselves and others

Not normalise early sexual experimentation

Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online

Combine sharing information with exploring issues and values

Emphasise the relationship between physical health and mental wellbeing

Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention

Build on the primary health and wellbeing curriculum content.

3. Statutory requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Stone Soup Academy we teach RSHE as set out in this policy.

4. Curriculum

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional and health aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

We are happy to share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

Health education, will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment, alongside recognising that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity

- **Avoid**:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as diagrams, videos, books, games, discussions and practical activities.

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

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

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual

imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendix 1.

The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

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

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

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

5.2 Use of resources

Stone Soup Academy delivers Relationship, Sex and Health Education through its PSHE Programme and is taught by teachers and form tutors with support from the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead. It is further supported and supplemented by the PSHE Association and the Votes For Schools platform. Teaching staff will receive training held by the Assistant Principal: Personal Development and the Assistant Principal: Personal Development and the PSHE, RSHE, SMSC & RE Lead, including CPD offered via the PSHE Association, Educare and Nasen.

When selecting resources we always try to consider the following:

- Does the resource align with the teaching requirements set out in the statutory RSHE guidance?
- Does the resource support pupils in applying their knowledge in different contexts and settings
- Is the resource age-appropriate, given the age, developmental stage, maturity and background of our pupils?
- Is the resource evidence-based and contain robust facts and statistics?
- Does the resource fit into our wider PSHE curriculum plan?
- Is the resource from a credible source?
- Is the resource compatible with effective and engaging teaching approaches?
- Is the resource sensitive to pupil experiences and won’t provoke distress?

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

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request, though parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

5.3 Use of Assessment

Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

At Stone Soup Academy, students are assessed termly via a self assessment tool where they rate their knowledge before studying a topic and after studying a topic. This is recorded by the form tutor during tutor times and reviewed by the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead.

6. Use of external organisations and materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught. We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At times, specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals, theatre groups, CGL, Equation and other accredited external providers.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, age appropriate, in line with pupil's developmental stage and comply with this, are accessible for all pupils, including those with SEND, are sensitive to pupils' needs and comply with; this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996.
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance how confidentiality will work in any lesson and how safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers.

7. Policy development

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

1. Review – Assistant Principal: Personal Development gathered all relevant information including national, local and contextual guidance

2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy or contribute their thoughts for discussion via email

3. Pupil consultation – we investigated what exactly pupils want from their RSHE

4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

5. Ratification – once amendments were made, the policy was shared with governors for approval.

8. Roles and Responsibilities

8.1 The Governing Body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that;

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The headteacher has delegated the responsibility for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the non statutory/non science components of RSHE (see section 9) to Katy Smith - Assistant Principal: Personal Development.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- If/where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Laura Hendren, or any of the DDSLs, including Katy Smith - Assistant Principal: Personal Development.

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

8.4 Pupils

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

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Parents' right to withdraw

Parents/carers **have** the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Assistant Principal: Personal Development and the Headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

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

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

11. Monitoring arrangements

The delivery of RSHE is monitored by the Assistant Principal: Personal Development and the PSHE, RSHE, SMSC & RE Lead.

Pupils' development in RSHE is monitored by Personal Coaches, class teachers and our engagement team as part of our internal assessment systems.

This policy will be reviewed by the Assistant Principal: Personal Development annually. At every review, the policy will be approved by the Headteacher and the Governing Body.

Appendix 1: Curriculum map

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover a wide range of issues across KS3 and KS4. Below is a half-termly breakdown of PSHE topics that will be covered:

Half term	Curriculum theme	Year 9	Year 10	Year 11
Autumn 1	Term 1 - Health & Wellbeing	• Healthy Coping Strategies • Managing Strong Emotions • Family Conflict • Thriving in a New Environment • Managing Disappointments and Setbacks • Drugs and Effects: Alcohol and Cannabis • Unhealthy Coping Strategies	• Gangs: Managing Risk and Staying Safe • Developing Learning Skills • The Sleep Factor • Managing Stress and Tension • Seeking Help and Support • Managing Distractions • Making Informed Choices	• Gangs: Managing Risk and Staying Safe • Mental Health and Wellbeing Throughout Life • Changing Thinking Habits • Seeking Help and Support • Managing Stress and Tension • Making Informed Choices • Social Media & Wellbeing - How to Balance Time Online
Autumn 2	Term 2 - Living in the Wider World	• What Is a Deep Fake - KS3 • Responsible User of Social Media - Digital Deception KS3 • Managing Distractions • How Does AI Affect Our Daily Life • Gaming, Social Media and Algorithms • Click and Pay: Phones and Financial Risks • Managing Change, Loss and Grief	• What Is a Deep Fake - Y10 • Gambling - What Is the Risk • Causes of Cybercrime • Wanna Bet? Controlled and Uncontrolled Online Spending • How Do Chat Bots Affect Relationships • Financial Exploitation Online: Support and Strategies • Under the Influence: All About the Money?	• Identifying Career Preferences • What Is a Deep Fake - Y11 • Mapping a Career Path • Responsible User of Social Media - Digital Deception • Managing Online Reputation • Showcasing Personal Strengths • What Are the Limitations of General AI?
Spring 1	Term 3 - Relationships	• Abuse and Disclosure • Handling Conflict • Communication Matters • Exploring Harms and Misconceptions, Beliefs and Attitudes • Respectful Relationship Behaviours • Responding to Misogyny	• Abuse and Disclosure • The Impact and Spread of Misogynistic Narratives • Pressure, Persuasion, and Coercion • Managing Relationship Conflict & Breakups • Addressing Relationship Abuse • Managing Change, Loss & Grief - Y10	• Abuse and Disclosure • Family Conflict • Relationship Behaviours - Updated • Identifying Healthy and Unhealthy Relationships • Safely Challenging Misogynistic Beliefs • Managing Change, Loss & Grief - Y11
Spring 2	Term 4 - Health & Wellbeing	• Making Healthier Choices • Maintaining Physical Health • Vaping • Drugs and Alcohol: Exploring Attitudes • Basic First Aid Training	• Basic First Aid Training • Gangs: Risks & Consequences • Influences on Lifestyle Decisions • Emotional Well-Being & The Media • Drug Education: Assessing and Managing the Risk	• Belonging and Community: Valuing Diversity • Making Money Online: Rights, Risks & Crypto • Testicular Health • Breast Cancer Awareness • Basic First Aid
Summer 1	Term 5 - Relationships	• Sexual Health - Y9 - Updated • Managing The End of a Relationship - Y9 - Updated • Relationship Values - Y9 - Updated • Contraception - Y9 - Updated • Tackling Violence against Women and Girls • Sending Nudes • Managing Change, Loss & Grief	• Forced Marriage • Sexual Health - Y10 - Updated • Relationship Behaviours - Updated • Choices Related to Sex and Contraception - Updated • Tackling Violence against Women and Girls • Sending Nudes • The Impact of Pornography	• Sexual Health - Y11 - Updated • Sexual Choices, Fertility & Routes to Parenthood • Sending Nudes • Choices Related to Sex and Contraception - Updated • Pregnancy Choices • Sending Nudes • Pregnancy Choices: Abortion • Long Term Commitment
Summer 2	Term 6 - Living in the Wider World	• Strengths, Skills, and Attributes • Showcasing Personal Strengths • Exploring Career Interests • Diverse and Supporting Communities • Identity and Community • Discrimination and Protected Characteristics • Values and Constructive Disagreements • Intervention / Catch-up	• Identifying Career Preference • Showcasing Personal Strengths • Managing Online Reputation • Navigating the Career Landscape • Making a Good Impression • How Does Generative AI Affect Our Understanding of the World • Mapping a Career Plan • Intervention / Catch-up	• Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up • Intervention / Catch-up

Term 1 - Health and Wellbeing	w/c 4.9.26	Yr 9		Healthy Coping Stratagies
		Yr 10		Gangs: Managing Risk and Staying Safe
		Yr 11		Gangs: Managing Risk and Staying Safe
	w/c 7.9.26	Yr 9		Managing Strong Emotions
		Yr 10		Developing Learning Skills
		Yr 11		Mental Health and Wellbeing Throughout Life
	w/c 14.9.26	Yr 9		Family Conflict
		Yr 10		The Sleep Factor
		Yr 11		Changing Thinking Habits
	w/c 21.9.26	Yr 9		Thriving in a New Environment
		Yr 10		Managing Stress and Tension
		Yr 11		Seeking Help and Support
	w/c 28.9.26	Yr 9		Managing Disapointments and Setbacks
		Yr 10		Seeking Help and Support
		Yr 11		Managing Stress and Tension
	w/c 5.10.26	Yr 9		Drugs and Effects: Alcohol and Cannabis
		Yr 10		Managing Distractions
		Yr 11		Making Informed Choices
	w/c 12.10.26	Yr 9		Unhealthy coping stratagies
		Yr 10		Making Informed Choices
		Yr 11		Social Media & Wellbeing - How to Balance Time Online

Term 2 - Living in the Wider World	w/c 2.11.26	Yr 9		What Is A Deep Fake - KS3
		Yr 10		What Is a Deep Fake - Y10
		Yr 11		Identifying Career Preferences
	w/c 9.11.26	Yr 9		Responsible User of Social Media - Digital Deception - KS3
		Yr 10		Gambling - What is the Risk
		Yr 11		What Is a Deep Fake - Y11
	w/c 16.11.26	Yr 9		Managing Disractions
		Yr 10		Causes of Cybercrime
		Yr 11		Mapping a Career Path
	w/c 23.11.26	Yr 9		How Does AI Affect Our Daily Life
		Yr 10		Wanna Bet? Controlled and Uncontrolled Online Spending
		Yr 11		Responsible User of Social Media - Digital Deception
	w/c 30.11.26	Yr 9		Gaming, Social Media and Algorithms
		Yr 10		How Do Chat Bots Affect Relationships
		Yr 11		Managing online repuation
	w/c 7.12.26	Yr 9		Click and Pay: Phones and Financial Risks
		Yr 10		Financial Exploitation Online: Support and Stratagies
		Yr 11		Showcasing Personal Stregnths
	w/c 14.12.26	Yr 9		Managing change loss and grief
		Yr 10		Under the influences: All about the money?
		Yr 11		What Are the Limitations of General AI?
Term 3 - Relationships	w/c 4.1.27	Yr 9		Abuse and Disclosure
		Yr 10		Abuse and Disclosure
		Yr 11		Abuse and Disclosure
	w/c 11.1.27	Yr 9		Handling Conflict
		Yr 10		The Impact and Spread of Misogyistic Narratives
		Yr 11		Family Conflict
	w/c 18.1.27	Yr 9		Communication Matters
		Yr 10		Pressure, Persuasion, and Coercion
		Yr 11		Relationship Behaviours - updated
	w/c 25.1.27	Yr 9		Exploring Harms and Misconceptions Beliefs and Attitudes
		Yr 10		Managing Relationship Conflict & Breakups
		Yr 11		Identifying Healthy and Unhealthy Relationships
	w/c 1.2.27	Yr 9		Respectful Relationship Behaviours
		Yr 10		Addressing Relationship Abuse
		Yr 11		Safely Challenging Misogynistic Beliefs
	w/c 8.2.27	Yr 9		Responding to Misogony
		Yr 10		Managing Change, Loss & Grief - Y10
		Yr 11		Managing Change, Loss & Grief - Y11
Term 4 - Health and Wellbeing	w/c 22.2.27	Yr 9		Making Healthier Choices
		Yr 10		Basic First Aid Training
		Yr 11		Belonging and Community: Valuing Diversity
	w/c 1.3.27	Yr 9		Maintaining Physical Health
		Yr 10		Gangs: Risks & Consequences
		Yr 11		Making Money Online: Rights, Risks & Crypto
	w/c 8.3.27	Yr 9		Vaping
		Yr 10		Influnces on lifestyle decisions
		Yr 11		Testicular Health
	w/c 15.3.27	Yr 9		Drugs and Alcohol: Exploring Attitudes
		Yr 10		Emotional Well-Being & The Media
		Yr 11		Breast Cancer Awareness
	w/c 22.3.27	Yr 9		Basic First Aid Training
		Yr 10		Drug Education: Assessing and Managing the Risk
		Yr 11		Basic First Aid

Term 5 - Relationships	w/c 12.4.27	Yr 9		Sexual Health - Y9 - updated
		Yr 10		Forced Marriage
		Yr 11		Sexual Health - Y11 - updated
	w/c 19.4.27	Yr 9		Managing The End of a Relationship - Y9 - Updated
		Yr 10		Sexual Health - Y10 - Updated
		Yr 11		Sexual Choices, Fertility & Routes to Parenthood
	w/c 26.4.27	Yr 9		Relationship Values - Y9 - updated
		Yr 10		Relationship Behaviours - updated
		Yr 11		Sending Nudes
	w/c 3.5.27	Yr 9		Contraception - Y9 - updated
		Yr 10		Choices Related to Sex and Contraception - updated
		Yr 11		Choices Related to Sex and Contraception - updated
	w/c 10.5.27	Yr 9		Tackling Violence against Women and Girls
		Yr 10		Tackling Violence against Women and Girls
		Yr 11		Pregnancy choices
	w/c 17.5.27	Yr 9		Sending Nudes
		Yr 10		Sending Nudes
		Yr 11		Pregnancy choices: Abortion
	w/c 24.5.27	Yr 9		Managing change, loss & grief
		Yr 10		The Impact of Pornography
		Yr 11		Long Term Commitment

Term 6 - Living in the Wider World	w/c 7.6.27	Yr 9		Stregnths, Skills, and Attributes
		Yr 10		Identifying career preference
		Yr 11		Intervention catch up
	w/c 14.6.27	Yr 9		Showcasing personal stregnths
		Yr 10		Showcasing personal stregnths
		Yr 11		Intervention catch up
	w/c 21.6.27	Yr 9		Exploring Career Interests
		Yr 10		Managing online reputation
		Yr 11		Intervention catch up
	w/c 28.6.27	Yr 9		Diverse and supporting communities
		Yr 10		Navigating the career landscape
		Yr 11		Intervention catch up
	w/c 5.7.27	Yr 9		Identity and community
		Yr 10		Making a good impression
		Yr 11		Intervention catch up
	w/c 12.7.27	Yr 9		Discrimination and protected characteristics
		Yr 10		How Does Generative Ai Affect Our Understanding of the World
		Yr 11		Intervention catch up
	w/c 19.7.27	Yr 9		Values and constuctive disagreements
		Yr 10		Mapping a career plan
		Yr 11		Intervention catch up
	w/c 26.7.26	Yr 9		Intervention catch up
		Yr 10		Intervention catch up
		Yr 11		Intervention catch up

Appendix 2: Parent/Carer Right to Withdraw child from the non statutory/non science components of RSHE

Dear Parent/Carer,

As a part of your child's education at Stone Soup Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, strategies and practical skills to live safe, healthy, productive lives and meet their full potential.

Our curriculum is devised by the PSHE association and Votes4Schools, ensuring that it is balanced, age appropriate, in line with pupil's developmental stage is accessible for all pupils, including those with SEND, is sensitive to pupils' needs and complies with; this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996.

Through these lessons, students will have opportunities to ask questions that help prepare them for wider life outside of school and instil them with the confidence and skills to actively participate and contribute to society. All PSHE/RSHE/SMSC teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

Parents/carers are not able to withdraw their child from the statutory aspects of Relationships, Sexual or Health education, however parents/carers are able to withdraw their child (following discussion with the school) from the **non statutory/non science** aspects of the curriculum, up to and until three terms before the age of 16.

If you do wish to withdraw your child from any aspect of the sex education tuition, please contact me in writing outlining your concerns. Before doing this, I would encourage you to attend the parent information session, as part of our celebration evenings. This will give you an opportunity to find out more about what your child will learn, view the materials and resources being used in lessons, discover how you can best support your child to discuss these topics at home and ensure you are fully informed before you make a decision.

For more specific information, and to see a detailed curriculum plan before then, please refer to the courses section of our website; https://www.stonesoupacademy.org.uk/students/ or the PSHE/RSHE/RE policy. As a school community, we are committed to working in partnership with our parents and referrers so any questions or concerns about anything mentioned above, please do not hesitate to contact me; ksmith@stonesoupacademy.org.uk.

Best wishes,

Katy Smith
Assistant Principal: Personal Development

Appendix 2 cont.

If, after discussion with the school, you still wish to withdraw your child from the non statutory/non science components of the RSHE curriculum, please complete the form below and return to ksmith@stonesoupacademy.org.uk.

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			