



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

Statutory requirements

As a secondary academy school we must offer provision for Relationships and Sex Education (RSE) and Health Education as per the [Children and Social Work Act 2017](#).

In teaching RSE and Health Education, we are 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](#).

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Beaumont School will teach RSE and Health Education as set out in this policy.

Revision history

Issue No.	Date	Description
1	November 2020	New policy following the introduction of the statutory requirements.
2	November 2023	Updated title, aims, definitions, curriculum delivery and information (including provision at KS5), resources and use of external providers, appendices.
3	January 2025	Updated curriculum maps including designation of Sex Education lessons, reduced the standard policy review period to two years, outlined the case for early review, updated procedure for withdrawal.

Aims of this policy

RSE and Health Education is delivered to provide every student with the knowledge required to make informed and safe decisions about relationships, sex and personal health and well-being. At Beaumont School, RSE and Health Education forms a central part of the physical, moral and emotional development of every student. Decisions about relationships, sex and personal health can only be made if students have a rich understanding of physical and emotional development. This is not a task for the school in isolation and Beaumont School will seek to work with parents and carers to ensure that the delivery of our provision is able to complement their input at home.

RSE and Health Education at Beaumont School is centred around the themes of personal safety, responsibility and respect. The specific aims are to:



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- Provide a safe framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of respect, confidence and empathy so that they approach sexual relationships responsibly, with self-respect and respect for others and without risk to their own and other people's physical and emotional health
- Create a positive culture around issues of sexuality and relationships, ensuring that students leave with a mature and informed approach to these issues which avoids stereotyping and prejudice
- Teach students the correct vocabulary to describe themselves and their bodies
- Give students the information that they need to make good decisions about their own health and wellbeing, enabling them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Policy development

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

1. **Review** – in consultation with the relevant members of the Senior Leadership Team, the Head of PSHCEE has collated all relevant information including relevant national and local guidance
2. **Trustee consultation** – prior to the adoption of the policy, trustees were updated on the changes and a draft copy of the policy was presented.
3. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
4. **Parent/stakeholder consultation** – parents and carers were invited to respond to the policy prior to its adoption
5. **Pupil consultation** – we have explored what students want from their RSHE at Beaumont through student voice and feedback activities
6. **Ratification** - once amendments were made, the policy was shared with trustees and ratified

Definitions

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.



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Health education is about both mental health and wellbeing and physical health (including healthy lifestyles and first aid).

Roles and responsibilities of the Board of Trustees, Headteacher, school staff and students

The **Board of Trustees** will:

- seek the advice of the school on this policy, ensure it is kept up to date, and make it available to parents
- approve the RSHE policy, and hold the Headteacher to account for its implementation, ensuring that RSHE is provided in a way that meets the stated aims of this policy

The **Headteacher** will ensure that:

- the Board of Trustees is advised about the nature and organisation of RSHE and how it reflects the aims and values of the school
- sex education is provided in a way that meets the stated aims of the policy
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents/carers can access information about the programme for RSHE
- RSHE is taught consistently across the school
- requests to withdraw students from non-statutory components of RSHE are managed.

Staff who teach RSHE are expected to:

- Deliver RSHE in a sensitive way
- Model positive attitudes to RSHE
- Monitor student progress
- Respond to the needs of individual students, including those with SEND, and work with the appropriate staff to ensure that the delivery of content is made accessible to all students
- Respond appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE

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

RSHE is taught as part of PSHCEE (Life Skills) by members of the PSHCEE Department. Elements of PSHCEE, including RSHE, are also taught through the tutor time and assembly programme, Personal Development Days (PDDs) and through external visitors/companies.

The Head of Department is Ms N Moody, Head of KS4. The Senior Leadership Team link for the Life Skills (PSHCEE) is Mr A Gray, Assistant Headteacher

A full list of PSHCEE teaching staff is available on request.

Students are expected to:

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



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Curriculum

Our PSHCEE curriculum has been carefully designed and sequenced to ensure the best possible outcomes for our students. The school may need to adapt elements of it as and when necessary. We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online from untrustworthy sources.

We believe in transparency and want to work with parents / carers. Beaumont School will readily share curriculum materials with parents / carers through our website and upon request. Resources and further information about specific lessons resources for particular topics can be requested via this central [Google Form](#).

Our Life Skills (PSHCEE) curriculum, including RSHE provision, is set out as per Appendix 1, but we may need to adapt it as and when necessary. At the beginning of each academic year the school will communicate details of the curriculum to parents/carers via email and the school website.

Curriculum maps will be updated yearly and communicated with parents/carers. The latest versions will always be available on our website. As the policy review schedule is biennial, the provision outlined in Appendix 1 may be outdated. In the case of a significant change to the curriculum, a policy review and consultation will be conducted. A significant change would include updated statutory guidance.

The curriculum is based on the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) statutory guidance.

Delivery of RSHE

RSHE is primarily taught within the personal, social, health, citizenship and economic (PSHCEE) education curriculum and complemented by:

- Personal Development Days (PDDs)
- The Tutor Time and Assembly programme
- Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The curriculum allocation in terms of timetable periods designated to PSHCEE and Tutor Time is set out in our curriculum policy and available on our website.

The relationships component of RSHE 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



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

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

Resources and use of external providers / organisations

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

Use of external providers / organisations

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.



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The school remains responsible for what is said to students. 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.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - 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
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- 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

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

Resources have either been created 'in house' or are from an accredited source / provider. Details of Beaumont's providers are included on the PSHE section of the school website. Beaumont has assessed its lesson resources carefully to ensure that they are appropriate for the age and maturity of students and sensitive to their needs. We have drawn on the expertise of the PSHE Association for quality assured third-party resources.



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1. Right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education only within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. This will be done in collaboration with the Head of PSHCEE and a meeting with the parent/carer will be arranged to discuss the request.

Sex education lessons are identified (*) on relevant curriculum maps (Appendix 1).

Alternative work will be provided to students who are withdrawn from some or all of sex education.

Training and development

Staff training for the delivery of RSHE is offered through our CPD programme, including personalised CPD. This provision is in addition to department meetings and the guidance that accompanies each teaching topic. The Head of PSHCEE 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 where necessary and appropriate.

Monitoring arrangements

The delivery of RSHE is monitored by the Head of PSHCEE through:

- Department meetings
- Department reviews
- Work scrutiny exercises
- Student voice activities, including surveys and questionnaires

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of PSHCEE every two years. After every review, the policy will be reviewed and approved by the Board of Trustees.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.



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Appendix 1: Life Skills (PSHCEE) Curriculum Overview

Year 7 Life Skills (PSHCEE) - 2024/25		
Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world (taught in Citizenship)
Autumn Term	Spring Term	Summer Term
<p>7.1 Identity, Relationships & Family</p> <ol style="list-style-type: none"> 1. Personal Identity 2. Friendships 3. Healthy Relationships 4. Family 	<p>7.4 Technology and changing relationships</p> <ol style="list-style-type: none"> 1. Sharing information safely online 2. Social media and online relationships 3. Friendships in a digital world 4. Screen time and online gaming 5. Internet and the Law 	<p>7.6 Keeping safe</p> <ol style="list-style-type: none"> 1. Boundaries, privacy and consent 2. Conflict and reconciliation 3. Ending friendships / relationships 4. FGM (Female Genital Mutilation)
<p>7.2 Mental Health and Wellbeing (1)</p> <ol style="list-style-type: none"> 1. What is mental health and wellbeing? 2. What are the attitudes to mental health? 3. How can we promote emotional well-being and positive mental health? 4. How can exercise and relaxation promote good well-being? 	<p>PDD Work Shadowing (Nov / March)</p>	<p>Assessment 2 - in Exam Week</p>
<p>7.3 Respectful relationships: stereotypes and bullying</p> <ol style="list-style-type: none"> 1. What are the different types of bullying? 2. What is an 'imbalance of power'? 3. Why is being respectful so important? 4. What does it mean to be an 'upstander'? 	<p>7.5 Growing up and managing change</p> <ol style="list-style-type: none"> 1. Exploring puberty 2. The brain during puberty 3. First sexual feelings 4. Personal hygiene 5. Menstrual health 6. Body image and appearance ideals 	<p>7.7 Keeping healthy</p> <p>Assessment 2 (feedback)</p> <ol style="list-style-type: none"> 1. Making good choices about physical health, diet and exercise 2. Healthy sleep / sleep hygiene 3. Smoking, e-cigarettes and vaping 4. Alcohol 5. Staying safe (road, rail and water)
<p>Assessment 1 and Feedback</p>		

Beaumont School, 2024-25

If you have a question or a worry about a topic, speak to your PSHE teacher or Head of Year. If you want to find out more or access additional support, visit: <https://learn.beaumont.school/support>





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Year 7 Citizenship (PSHCEE) - 2024/25

Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world
Autumn Term	Spring Term	Summer Term
<p>7.1 What is Citizenship all about?</p> <ol style="list-style-type: none"> 1. What is citizenship and what does it mean to be an 'active citizen'? 2. Why do we need rules? 3. What does fairness mean? 4. What is a democratic community? 5. My role in our school community 6. Introduction to deliberative debates 7. Deliberative debate 1: 'One person can make a real difference.' <p>7.2 Why is equality so important?</p> <ol style="list-style-type: none"> 1. What is the Equality Act 2010? 2. What is prejudice and discrimination? 3. What is the impact of discrimination on individuals and society? 4. Why do we need laws on equality? 5. What are animal rights? 6. Deliberative debate 2: 'Humans are more important than animals'. 	<p>7.3 How does the political system work in the UK?</p> <ol style="list-style-type: none"> 1. What is the difference between government and parliament? 2. How do elections work and what do political parties do? 3. What do MPs do? 4. How is the UK government organised? 5. How can I get involved in politics and why is this important? 6. Deliberative debate 3: 'The voting age in the UK should be lowered to 16.' <p>7.4 How can I be a better learner?</p> <ol style="list-style-type: none"> 1. What is learning? 2. How can I be a better learner? 3. What other things can I do to help myself learn? 4. Why does it matter? 5. Making the most of yourself as a learner 	<p>7.5 What is the law and how is it changed?</p> <ol style="list-style-type: none"> 1. What are laws and why do we need them? 2. How are laws made in the UK? 3. How is the criminal justice system applied to young people? 4. Should the age of criminal responsibility be changed? 5. Deliberative debate 4: 'The age of criminal responsibility should be lowered.' <p>7.6 How can we manage money well?</p> <ol style="list-style-type: none"> 1. Why is it important to budget and save? 2. What are the implications of borrowing money? 3. What are our rights as consumers? 4. How can we pay for things? 5. Deliberative debate 5: 'Money doesn't bring you happiness'.

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Year 8 Life Skills (PSHCEE) - 2024/25		
Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world
Autumn Term	Spring Term	Summer Term
<p>8.1 Drugs Education</p> <ol style="list-style-type: none"> Exploring attitudes to drugs Drugs, the law and managing risk Drugs and their effects: Alcohol and cannabis Managing influence Prescription drugs, legal highs & vaping 	<p>8.4 Talk Relationships</p> <ol style="list-style-type: none"> Healthy relationships Sexualised media Safer online relationships Sexual harassment and harmful sexual behaviour Consent Sharing of nudes and semi-nudes 	<p>8.6 Families and Marriage</p> <ol style="list-style-type: none"> Relationships and families Marriage and long-term commitment
<p>8.2 Physical Health</p> <ol style="list-style-type: none"> Cancer awareness Types and signs of cancer (including sun damage and skin cancer) Blood, organ and stem cell donation Vaccinations and addressing concerns 	<p>8.5 Aspiration and the future</p> <ol style="list-style-type: none"> Discovering your personality (careers) What career might be right for me? Aspiration and success Showcasing personal strengths Sustainable careers Shaping a sustainable career What's the best way to look after money? 	<p>8.7 Loss and Bereavement</p> <ol style="list-style-type: none"> Understanding death and grief Managing grief and loss
<p>PDD 'Connected' Project (Relationships Education)</p>		<p>8.8 First aid and dental health</p> <ol style="list-style-type: none"> Basic first aid (recovery pos., CPR, AED) First aid (bleeding, choking & head injury) Dental health and oral hygiene
<p>8.3 Mental health and wellbeing (2)</p> <ol style="list-style-type: none"> Promoting emotional wellbeing Anxiety and healthy coping strategies Unhealthy coping strategies 		<p>Assessment 2 - in Exam Week</p>
<p>Assessment 1 and Feedback</p>		<p>Assessment 2 (feedback)</p>

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Year 9 Life Skills (PSHCEE) - 2024/25

Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world
Autumn Term	Spring Term	Summer Term
<p>9.1 Diversity, human rights and extremism</p> <ol style="list-style-type: none"> Why are identity and community important? Why is diversity valuable? What are Human Rights (UDHR)? Why do people value different things? What are the benefits of diverse, supportive and cohesive communities? What is extremism and how can it be prevented? What are the different types of extremism? How are people drawn into extremist groups? 	<p>9.3 Safety, health & protection (SRE)</p> <ol style="list-style-type: none"> Introduction Consent, communication and sex Intimacy and consent* Impact of pornography Readiness for sex* Beginning relationships Sexual health and STIs Contraception Safer Sex* 	<p>9.5 Looking after my health</p> <ol style="list-style-type: none"> Self-examination and screening Accessing health services <p>Assessment 2 and Feedback</p>
<p>9.2 Anti-social behaviour, gangs and County Lines</p> <ol style="list-style-type: none"> Gangs: how it starts Gangs: risks, consequences & getting out County Lines Knife crime and violence 	<p>PDD Tip of the Iceberg (Sex & Relationships Education)</p> <p>9.4 Mental health and well-being (3)</p> <ol style="list-style-type: none"> New challenges (moving to KS4) Mental ill-health Eating disorders Suicide awareness 	<p>9.6 Exploring world issues</p> <ol style="list-style-type: none"> Human rights abuses in the world today Why is child labour an important issue for consumers? What can we do about racism and inequality? Global humanitarian problems
<p>Assessment 1 and Feedback</p>		<p>9.7 Personal finance (2)</p> <ol style="list-style-type: none"> The UK economy Taxation and government spending How do taxation and the local council support the growth of the economy?

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Year 10 Life Skills (PSHCEE) - 2024/25

Health and Wellbeing		Relationships and Sex Education (RSE)	Living in the wider world	Religious Education (RE)
Autumn Term	Spring Term		Summer Term	
<p>10.1 Healthy choices in adult life</p> <ol style="list-style-type: none"> Binge drinking and alcohol abuse Tattoos and piercings Addiction: gambling and online gaming 	<p>10.3 Relationships: difference and respect</p> <ol style="list-style-type: none"> Diversity within intimate relationships Changing religious and societal attitudes to sex and relationships Faith, values and relationships (Part 1) Faith, values and relationships (Part 2) 	<p>10.5 Fertility, reproductive health and parenting</p> <ol style="list-style-type: none"> Fertility and routes to parenthood Infertility, IVF, adoption and fostering Pregnancy outcomes and abortion Modern families Parenting roles and responsibilities Making choices about parenthood 		
<p>10.2 Conflict and exploitation</p> <ol style="list-style-type: none"> Managing conflict Misogyny and toxic masculinity Forced marriage Stalking and harassment Revenge pornography Domestic violence & abusive relationships Unhealthy and dangerous relationships Grooming and exploitation Rape and sexual abuse 	<p>10.4 Preparing for work experience and beyond</p> <ol style="list-style-type: none"> What a CV is and why it is important Creating a good CV (unifrog) Preparing for interviews How to contact employers Work experience: preparing for my week Career options Social Media & Personal Brand 		<p>Assessment 2 and Feedback</p>	
<p>Assessment 1 and Feedback</p> <p>If you have a question or a worry about a topic, speak to your PSHE teacher or Head of Year. If you want to find out more or access additional support, visit: https://learn.beaumont.school/support</p> 	<p>PDD Future choices: University and College visit</p>		<p>10.6 Ultimate questions</p> <ol style="list-style-type: none"> Is there a God? What is social justice? Why do we punish people? Why is life valuable? Why should we care about the world? 	
<p>STUDENT SUPPORT HUB</p>		<p>PDW Work Experience, interview skills and mock interview</p> <p>PDW Sexual health and risk taking behaviour</p> <p>PDW RE Day: Personal Identity and Ethics</p>		



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Year 11 Life Skills (PSHCEE) - 2024/25 (within Tutor Time)

Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world	Religious Education (RE)
Autumn Term	Spring Term	Summer Term	
<p>11.1 Making Year 11 count</p> <ol style="list-style-type: none"> 1. Planning your home learning and study 2. Study Skills 1 - Feynman Recap & Use 3. Student Voice (1) 4. Preparing for Tutor Review Day 5. Mock Examination preparation <p>PDD Moving on Next Steps & Careers Fair</p> <p>Mock Examinations - Week 1</p> <p>Mock Examinations - Week 2</p> <p>Mock Examinations - Week 3</p> <ol style="list-style-type: none"> 6. Student voice panels 7. Hertfordshire Wellbeing survey 8. Autumn report review 	<p>11.2 Targeting success</p> <ol style="list-style-type: none"> 1. Autumn report target setting 2. Deadlines, organisation and support <p>11.3 Drugs Education</p> <ol style="list-style-type: none"> 1. CGL - Drug Awareness <p>11.4 Study Skills</p> <ol style="list-style-type: none"> 3. Autumn report target setting <p>PDD Fix Up Company - motivation & exam preparation</p> <p>11.5 Sexual Health and Safer Sex</p> <ol style="list-style-type: none"> 1. Contraception 2. Accessing sexual health services 3. Sex, Relationships and the law <p>11.6 Healthy choices in adult life</p> <ol style="list-style-type: none"> 1. Self-examination and screening 2. Managing exam stress 	<p>11.7 Aiming high</p> <ol style="list-style-type: none"> 1. Study skills 2. Making the most of study leave <p>Study leave / Public Examinations</p>	

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Year 12 Life Skills (PSHCEE) - 2024/25

Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world	Religious Education
Autumn Term	Spring Term		Summer Term
<p>12.1 VESPA</p> <ol style="list-style-type: none"> Establishing a future Vision The link between success and Effort Prioritising tasks with Systems Developing answers with Practice Developing a positive Attitude to failure 	<p>12.4 Respectful and safe relationships</p> <ol style="list-style-type: none"> Trust and intimacy Consent matters Legal rights when relationships end 	<p>12.8 Drugs, alcohol and tobacco</p> <ol style="list-style-type: none"> Alcohol, binge drinking and tobacco Vaping Illegal drugs: risks, consequences, and support 	
<p>12.2 Employment rights, responsibilities and financial choices</p> <ol style="list-style-type: none"> Employment rights and responsibilities Working and earning Gambling: risks, consequences and safety 	<p>12.5 RE</p> <ol style="list-style-type: none"> Diversity of belief in the UK Is religion good for society? Abortion debate 	<p>12.9 Staying safe</p> <ol style="list-style-type: none"> Exiting aggressive social situations Dangerous and emergency situations Staying safe: going abroad (transport & travel) 	
<p>12.3 Bullying, abuse and discrimination</p> <ol style="list-style-type: none"> Managing conflict and ending relationships Recognising harassment and abuse Stalking and harassment Misogyny, toxic masculinity and social media influence 	<p>12.6 Extremism</p> <ol style="list-style-type: none"> Misinformation and extremism Prevent 		
	<p>12.7 Health and wellbeing</p> <ol style="list-style-type: none"> Emergency first aid (1) Emergency first aid (2) Sexual health Accessing health services 		

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Year 13 Life Skills (PSHCEE) - 2024/25

Health and Wellbeing	Relationships and Sex Education (RSE)	Living in the wider world	Religious Education
Autumn Term	Spring Term		Summer Term
<p>13.1 Next steps</p> <ol style="list-style-type: none"> 1. Setting career goals 2. VESPA Recap 3. Aiming high (proactivity) 	<p>13.5 Moving on: respectful relationships</p> <ol style="list-style-type: none"> 1. Respectful relationships: meeting new people 2. Respectful relationships: trust and intimacy 	<p>13.8 Moving on: managing change</p> <ol style="list-style-type: none"> 1. Leaving home: building a healthy lifestyle 2. Wellbeing: work-life balance 3. Coping with changes: Moving away to University 	
<p>13.2 Promoting positive health</p> <ol style="list-style-type: none"> 1. Monitoring personal health 2. Common illnesses 3. Healthy diet 4. Mental health and suicide awareness 	<p>13.6 RE</p> <ol style="list-style-type: none"> 1. Who decides what happens with your body? (medical ethics) 2. Gender in religion 3. An exploration of religious festivals 	<p>Exam Leave</p>	
<p>13.3 Parenthood</p> <ol style="list-style-type: none"> 1. Routes to parenthood 2. Being a parent: roles & responsibilities 	<p>13.7 Moving on: managing money</p> <ol style="list-style-type: none"> 1. Planning expenditure and budgeting 2. Savings, investments and sustainability 3. Student finance 4. Borrowing and debt 		
<p>13.4 Moving on: staying safe</p> <ol style="list-style-type: none"> 1. Staying safe: setting boundaries online 2. Staying safe: money and wellbeing 			

If you have a question or a worry about a topic, speak to your PSHE teacher or Head of Year. If you want to find out more or access additional support, visit:
<https://learn.beaumont.school/support>





**RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH
EDUCATION POLICY**

Appendix 2: Parent/carer form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer	
Signed	
Date	