

John Spence Community High School
'Relationship and Sex education' Policy

Overview:

School: John Spence Community High School

Date of policy: March 2020

Member of staff responsible: Rebecca Howard

Last updated: October 2025

Review date: October 2026

1. Aims

Our vision is to ensure that, upon leaving school, John Spence Community High School pupils are 'Fit for Life'.

Relationships and Sex Education (RSE) has been an integral part of our work at John Spence Community High School, helping students to be physically, socially, and emotionally healthy. RSE involves learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values needed to form safe, fulfilling relationships, enjoy their sexuality, and take responsibility for their sexual health and mental and physical well-being.

This policy aims to:

- Provide an overview of the RSE programme for each year group, along with a justification for the timing and content of its delivery.
- Summarise the learning that will take place for pupils in each year group.
- Offer a clearer understanding of each of the key strands within the programme
- Explain how each strand overlaps with and complements the others.

2. Legislation and Statutory Requirements

The RSE programme has been informed by the *Relationships Education, Relationships and Sex Education, and Health Education (2019)* guidance published by the Department for Education, as well as the Equality Act 2010. We are beginning to implement changes in accordance with the updated framework, which is due to be in place from September 2026.

3. Vision

Our RSE curriculum aims to:

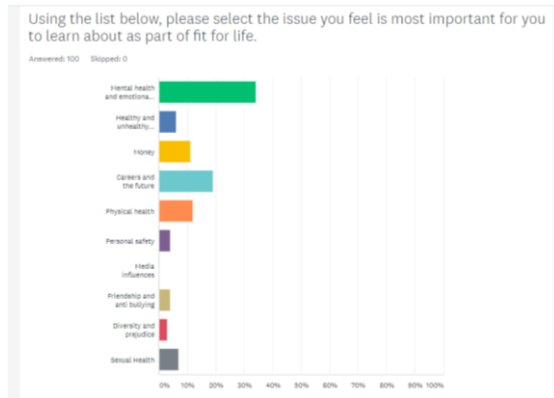
- Support young people in developing skills, consideration, and resilience.
- Enable pupils to make well-informed choices about their well-being, health, and relationships.
- Build self-efficacy in pupils.
- Better equip pupils to make sound decisions when facing risks, challenges, and complex situations.
- Educate against discrimination and prejudice.
Enable pupils to learn about spiritual, moral, social, cultural, mental, and physical development.
Encourage pupils to explore their own attitudes and those of others.
- Develop the skills needed to lead informed, healthy lives.

4. Justification for the content and delivery of RSE:

At present, the content delivered in RSE meets the statutory guidance outlined in *Relationships Education, Relationships and Sex Education, and Health Education (2019)*, published by the Department for Education. We are currently making additions to the curriculum to ensure compliance with the 2026 framework.

The schemes of work were designed following an extensive period of research, which included staff and student *Fit for Life* surveys, data collection from feeder primary schools, the North Tyneside

Schools Survey, and other credible sources such as Women’s Aid and the World Health Organization. For example, the results of the *Fit for Life* survey (see below) highlight that pupils view mental health and emotional wellbeing as the most important issue to them. As a result, this topic is prioritised and delivered in Year 7.



Parents are informed of the RSE content delivered in *Fit for Life* through the Headteacher’s bulletin, email communication, and a designated section on the school website. In addition, parents are consulted on the RSE curriculum as part of our commitment to working in partnership with families. This consultation ensures that parents have the opportunity to view the content, provide feedback, and ask questions, helping to create a shared understanding of how sensitive topics are approached and delivered in school.

5. Content Overview

We have carefully designed the curriculum to ensure that each theme is delivered sequentially, with age-appropriate and increasingly complex content explored as pupils progress through the school. Additionally, the curriculum reflects the unique context of our school and local community, ensuring it is relevant and meaningful for our pupils.

Year	Relationship and sex education	Health and mental well-being
	Main themes	
7	<ul style="list-style-type: none"> ● Respectful relationships ● Online safety and awareness ● Being safe 	<ul style="list-style-type: none"> ● Mental wellbeing ● Health protection and prevention, and understanding the healthcare system ● Basic first aid ● Wellbeing online ● Personal safety
8	<ul style="list-style-type: none"> ● Online safety and awareness ● Being safe 	<ul style="list-style-type: none"> ● Mental wellbeing ● Developing bodies ● Health protection and prevention, and understanding the healthcare system ● Drugs, alcohol, tobacco and vaping ● Physical health and fitness ● Healthy Eating ● Personal safety
9	<ul style="list-style-type: none"> ● Families ● Respectful relationships 	<ul style="list-style-type: none"> ● Mental wellbeing

	<ul style="list-style-type: none"> ● Online safety and awareness ● Being safe ● Intimate and sexual relationships, including sexual health ● Online safety and awareness 	<ul style="list-style-type: none"> ● Health protection and prevention, and understanding ● Drugs, Alcohol and Tobacco and vaping (personal safety) ● Wellbeing online ● Personal safety
10	<ul style="list-style-type: none"> ● Respectful relationships ● Intimate and sexual relationships, including sexual health ● Online safety and awareness ● Being safe 	<ul style="list-style-type: none"> ● Mental wellbeing ● Wellbeing online ● Personal safety
11	<ul style="list-style-type: none"> ● Respectful relationships ● Intimate and sexual relationships, including sexual health ● Online safety and awareness ● Being safe 	<ul style="list-style-type: none"> ● Mental wellbeing ● Wellbeing online ● Personal safety
Key note	<ul style="list-style-type: none"> ● Online safety and awareness and wellbeing online is also delivered in computing lessons 	<ul style="list-style-type: none"> ● Online safety and awareness and wellbeing online is also delivered in computing lessons

Please see [Appendix 1](#) for the specific content taught in each year group.

8. Content delivery

This curriculum is delivered through three main strategies:

- Fit for Life lessons
- Drop down days
- Subject Lessons (especially Computing lessons)

Fit for Life lessons

RSE is primarily delivered within *Fit for Life*. Students have formal *Fit for Life* lessons on their timetables, which are led by a range of teachers. All RSE lessons ensure that pupils of differing abilities are suitably challenged and supported. Throughout all methods of delivery, we ensure that we respond to local public health and community issues, meet the needs of our community, and adapt materials to suit our pupils. Additionally, we comply with the Equality Act 2010 to ensure that our provision is suitable and accessible to all pupils, including those who are LGBT or have SEND, making reasonable adjustments when required.

Specifically regarding SEND, lessons reflect research and guidance such as that from Rodden, with a clear focus on oracy skills—such as how to talk about emotions—and the use of direct, clear language in resources to support effective communication.

Drop-Down Days

There are several opportunities to engage in RSE throughout the year, including drop-down days and presentations from both internal and external providers.

Subject Lessons (especially Computing lessons)

As we follow the national curriculum, we provide opportunities to make connections between subjects and integrate RSE teaching where appropriate.

In particular, Computing lessons include significant content on online safety, awareness, and wellbeing. Pupils are supported in developing a better understanding of how to stay safe and responsible in digital environments, while also promoting positive mental health in relation to their online experiences.

9. Safeguarding and Confidentiality

It is the responsibility of the RSE Lead to ensure that both staff and parents are informed about our Relationships and Sex Education policy and subject content. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE.

Before granting such a request, the RSE Lead and/or Headteacher will discuss the matter with the parents, and where appropriate, with the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher considers the pupil's specific needs arising from their SEND when making this decision. If a pupil is excused from sex education, the school is responsible for ensuring that the pupil receives appropriate and purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Teachers deliver relationships and sex education lessons sensitively. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher concern, the teacher will take the matter seriously and treat it as a child protection issue. Similarly, if a child indicates they may have been a victim of abuse, the teacher will speak to the child urgently.

If concerns arise, the teacher will report them to the Head of Year and Head of Safeguarding, who will then manage the matter in consultation with healthcare professionals.

Pupils are encouraged to ask further questions and discuss issues with their teachers and support staff. Teachers will answer pupils' questions in an open, factual, and age-appropriate manner but will not engage in discussions about personal issues. Governors and staff agree that questions will be answered as long as they are appropriate for the pupils' age. Staff will also encourage pupils to discuss questions with their parents.

10. Assessment, monitoring and evaluation

To support staff in providing safe and effective practice, the Headteacher and RSE Lead will ensure that all staff receive sufficient continuous professional development. This enables them to teach effectively and handle any difficult issues with sensitivity.

We hold the same high expectations for the quality of work produced in RSE as in any other curriculum area. To ensure the curriculum is having the desired impact, the following monitoring processes are applied:

- Learning walks
- Work scrutiny
- Regular feedback from teaching staff during departmental meetings
- Regular feedback from middle leaders during curriculum leaders' meetings
- Regular feedback from pastoral leads during pastoral meetings
- Pupil surveys
- Parental feedback
- Evaluation of CPD and student events

Throughout and at the end of each unit, pupils revisit, retrieve, and consolidate key concepts. A variety of formative and summative assessment activities—including discussions, short tasks, and scenario-based work—are used to check understanding, address misconceptions, and encourage reflection on personal attitudes and skills. Outcomes from the end-of-topic summative assessments help identify where additional support or intervention may be needed. These insights are also shared with Heads of Year to ensure the pastoral team is well-informed about any factors that may be affecting pupil wellbeing.

Key Stage Three Fit for Life Overview

- Key priorities: Learning intentions, pace & depth of discussion

Term 1		Year 7	Year 8	Year 9	Enrichment activity
Statutory Content	1	What is 'fit for life'? (BV/PC intro)	What is puberty?	How can different relationships make you happy?	Fire bridge workshop - Arson
	2	What are the common types of mental health issues?	How does puberty impact your mental and physical health?	Why do people get married?	
	3	How do you talk about your emotions?	What is menstrual and gynecological health?	What are the roles and responsibilities of parents?	
	4	What factors have a negative effect on your mental health?	How can a healthy life impact your physical and mental health?	How do families change over time?	
	5	What factors have a positive effect on your mental health?	What are local Health services (Include dentist)?	What are the features of positive intimate relationships?	
	6	What does a healthy relationship look like?	What are common serious health conditions and how can screening help? (living with illness)	What is stalking and what are the dangers? Zara McDermott	
	7	How do you improve and support healthy relationships?	What is donation?	What is consent?	
	8	What is the impact of bullying?	What are infections and how do you treat them?	What is contraception?	
	9	What is the impact of cyberbullying?	Why is it important to have good quality sleep?	How do you make an informed decision about teenage pregnancy? (pregnancy health)	
	10	Who is trustworthy?	Why is it important to have a good diet?	How do you reduce the risk of STIs?	
	11	How can I stay safe in unfamiliar settings?	What are the risks of using drugs?	How do you manage sexual pressure? (including sexual harassment and violence from respectful relationships)	
	12	What are the dangers of roads and railways?	What are the risks of drinking alcohol?	What is sexting?	
	13	How do you stay safe at the coast?	What are the risks of smoking and vaping?	What is sextortion?	
	14	First aid - What should I do in an emergency?	Does body image matter?	What are the dangers of viewing sexually explicit material?	
	15	Recap, retrieval and assessment	Recap, retrieval and assessment	Recap, retrieval and assessment	
Christmas					
Term 2		Year 7	Year 8	Year 9	Enrichment Activity
Careers & Money	17	FSQ/icould quiz - what animal am I?- requires computers/Unifrog Gatsby Benchmark: 2,3,8	What are my interests? Gatsby Benchmark: 2,3,8	FSQ/Unifrog refresher- requires computers/Unifrog (Careers library/subjects library) Gatsby Benchmark: 2,3,8	
	18	What is 'Unifrog'? - requires Unifrog (Interests quiz/skills quiz) Gatsby Benchmark: 2,3,8	What are my skills? Gatsby Benchmark: 2,3,8	What can I study at KS4 and how do I choose? Gatsby Benchmark: 2,7,8	
	19	Who am I? Gatsby Benchmark: 2,7	What are the challenges and rewards of work? Gatsby Benchmark: 2,7,8	What is the labour market and why is it important? Gatsby Benchmark: 2,3,6	
	20	What could my dream job be? - requires Unifrog Gatsby Benchmark: 2,7	What is a CV and what are they for? Gatsby Benchmark: 2,7	What does the labour market in the North East look like? Gatsby Benchmark: 2,7	

	21	What is a career? Gatsby Benchmark: 2,7,8	How can I manage my money while working? Gatsby Benchmark: 2,3,6,7	What comes after school? Gatsby Benchmark: 2,3,8	Year 9 DWP Money Matters sessions
	22	What is an entrepreneur? Gatsby Benchmark: 2,6,7	What sort of jobs can impact the climate? Gatsby Benchmark: 2,3,6	How can I take control of your career journey? Gatsby Benchmark: 2,6,7	
	23	What is a work-life balance? Gatsby Benchmark: 2,3,6,7		DWP Workshop - Money matters session. 1 hour workshop for each class	
	24	What do careers in the future look like? Gatsby Benchmark: 2,3,6		Money - What is debt and how can I manage my money?	
	25	What is my vision for the future? Gatsby Benchmark: 2,6,7		Money – How do I keep my finances secure?	
	26	What does success mean to me? Gatsby Benchmark: 2,3,6,7		Money - How do I stay in control of my money?	
	27	Recap, retrieval and assessment	Recap, retrieval and assessment	Recap, retrieval and assessment	

Easter

Term 3	Year 7	Year 8	Year 9	Enrichment Activity
Equality, diversity and community	28	What is 'community'?	British Values recap	What is the role of the UK Monarchy and Parliament?
	29	What does it mean to be British?	Protected characteristics recap	What are the main laws, rights and responsibilities in the UK?
	30	British Values - Why should I respect other people's faiths and beliefs?	What makes a good citizen? (Link to British values and protected characteristics)	What are the causes and effects of county lines?
	31	British Values - What is Discrimination?	What is volunteering and what are the benefits?	What are the impacts of breaking the law?
	32	British Values - What is a Democracy?	What is a food bank?	Why should I treat everyone equally?
	33	What are the impacts of using stereotypes?		What is the impact of intolerance and extremism?
Staying Safe	33	What are protected characteristics and why is it important to respect them?	What are the negative effects of gangs?	What are the causes and effects of Self Harm?
	34	What is the Equality Act? (Protected characteristics)	What is Criminal Grooming?	What are Eating disorders and how can you get help?
	35	What are the causes and effects of immigration?	Northumbria Police workshop- Knife crime 1 hour workshop for each class	What are the causes of suicide and where can you get help?
	36	How does racism impact people?	One punch can kill - What are the risks of violence?	What are the different types of honor based violence?
	37	What is radicalisation and extremism?	What is the impact of being a bystander?	What is domestic abuse and how can it impact you?
	38	RRR	Internet safety: Gang, grooming and violence in the digital world	What is gambling and can it impact you?
	39	Recap, retrieval and assessment	Recap, retrieval and assessment	Recap, retrieval and assessment
	Assessment kernels			

Year 8
Northumbria
Police
workshop -
knife crime

Year 7 Junior
Young Civic
Award

Key Stage Four Fit for Life Curriculum

Term 1		Year 10	Year 11
Relationships and Sex edu	1/2	What are the laws around sex and sexuality?	How do you learn without fear?
	3/4	How does social media influence you and your relationships?	What is rape culture? (Zara McDermott: Uncovering rape culture)
	5/6	What is the impact of sexual harassment, abuse and violence?	What is a healthy sexual relationship?
	7/8	What is coercive control?	What is revenge porn? (Zara McDermott: Revenge porn)
	9/10	What is consent and what does it look like?	What is stress?
	11/12	Danny Dyer: Healthy masculinity	What factors have a negative impact on mental health during exams?
	13/14	How do you reduce the risk of STI's?	What factors have a positive impact on mental health during exams?
	15	How do you make an informed decision about pregnancy?	How can you manage exam stress?
Christmas Break			
Term 2		Year 10	Year 11
Careers and money	16/17	What does my career journey look like? Gatsby Benchmark: 2,3,8	Connexions Workshops - What is an academic course and where can I go? Gatsby Benchmark: 2,7
	18/19	Stacey Dooley - Nine to five documentary	Connexions Workshops - What is a vocational course and where can I go? Gatsby Benchmark: 2,7
	20/21	Post 16 - what are my options? Gatsby Benchmark: 2,7	Future Skills Questionnaire/Unifrog Refresher ***Requires computers***
	22/23	Decision making: how can I choose the right pathway? Gatsby Benchmark: 2,7,8	Money - How does education affect my finances? Gatsby Benchmark: 2,3,6,7
	24/25	What is Higher education? Gatsby Benchmark: 2,7	Money - How should I manage my finances while I'm working?

	26/27	What are the benefits and drawbacks of apprenticeships and higher education? Gatsby Benchmark: 2,3,6,7	Money - Why might I need to borrow money and what is the impact of debt?
	Assessment kernels		
Easter Break			
Term 3		Year 10	Year 11
Equality, diversity and community	28/29	Protected characteristics recap	Prepare Me (Confidence)
	30/31	Protected characteristics case study	Guide Me (Revision - Chunking)
	32/33	British Values recap	Guide Me (Revision - Chunking)
	34/35	British Values case study	
	36/37	Healthy masculinity recap	
	38/39	Healthy masculinity case study	
	Assessment kernels		

Triple Science Fit for Life form time - Statutory Content

Each session will consist of **ONE** information slide, followed by a discussion task

Term 1	Year 10 (FWI/DDo) - <u>Tuesday & Wednesday form</u>	Year 11 (NB e/MMg) <u>Thursday & Friday form</u>
1	Online Safety - Self Image and identity - Ads and sponsors	Online Safety - Self image & Identity - The image I want to portray
2	Online Safety -Self Image and identity - Artificial intelligence	Online Safety - Self image & Identity - Challenging negativity online
3	Online Safety -Online relationships - Combating hate online	Online Safety - Online relationships - Private messaging and the law
4	Online Safety -Online relationships - Giving consent	Online Safety - Online relationships - Legal but harmful content online
5	Online Safety -Online reputation - The impact on online behaviour	Online Safety - Online bullying - Online bullying in different contexts
6	Online Safety -Online reputation - Challenging inappropriate online behaviour	Online Safety - Online bullying - Online and offline abuse
7	Online Safety -Online bullying - Recognising online bullying	Online Safety - Online reputation - The positive side of social media
8	Online Safety -Online bullying - Bystanders	Online Safety - Online reputation - Group promotion

9	Online Safety - Managing information - The motives behind fake news	Online Safety - Computational thinking - The game with no instructions
10	Online Safety - Managing information - Spreading disinformation	Careers and money - Connexions - What is an academic course and where can I go?
11	Online Safety - Privacy and security - The principles of GDPR	Careers and money - Connexions - What is a vocational course and where can I go?
12	Online Safety - Privacy and security - Personal privacy v's public good	Careers and money - ** Future skills questionnaire**
13	Careers and money - What does my career journey look like?	Careers and money - How does education affect my finances?
14	Careers and money - What type of career is best for me?	Careers and money - Why is it good to save?
15	Careers and money - Post 16 - what are my options?	Careers and money - Why might I need to borrow money and what is the impact of debt?

Christmas Break

16	Careers and money - Decision making: how can I choose the right pathway?	Cultural Studies - Social Justice
17	Careers and money - What is Higher education?	Cultural Studies - What do we mean by human rights?
18	Careers and money - What are the benefits and drawbacks of apprenticeships and higher education?	Cultural Studies - The UN declaration of Human Rights
19	Cultural Studies - Religion and rules	Cultural Studies - Freedom of expression
20	Cultural Studies - Types of crime	Cultural Studies - Should religious people openly express their beliefs?
21	Cultural Studies - Good and evil	Cultural Studies - Prejudice
22	Cultural Studies - What is the worst sort of crime?	Cultural Studies - Types of prejudice
23	Cultural Studies - Crime and evil	Cultural Studies - Religious attitudes to wealth
24	Cultural Studies - Aims of punishment	Cultural Studies - Religious attitudes towards poverty
25	Cultural Studies - Suffering and religious attitudes	Relationships - Learn without fear
26	Cultural Studies - Treatment of Prisoners	Relationships - Sexual relationships: What are the dangers of digital sexual pressure?
27	Cultural Studies - Corporal and capital punishment	Relationships - Sexual relationships: What are the dangers of digital sexual pressure?

Easter Break

28	Relationships - What are the laws around sex and sexuality?	Relationships - Zara Mcdermott: What is 'Revenge porn'?
29	Relationships - How does social media influence relationships?	Relationships - Zara Mcdermott: What is 'Revenge porn'?
30	Relationships - What is the impact of sexual harassment, abuse and violence?	Relationships - What is stress?
31	Relationships - What is coercive control?	Relationships - What factors have a positive impact on mental health during exams?
32	Relationships - What is consent?	Relationships - What factors have a negative impact on mental health during exams?
33	Relationships - Healthy masculinity	Relationships - How can I manage exam stress?
34	Relationships - What is an STI and what are the common types?	
35	Relationships - What types of contraception are available and how do they all work?	
36	Relationships - Zara McDermott: Uncovering rape culture	
37	Relationships - Zara McDermott: Uncovering rape culture	