



## Relationship and Sex Education Policy

<b>Approved by:</b>	Children's Committee	<b>Date:</b> 11 <sup>th</sup> March 2024
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<b>Signed by:</b>	(Chair)
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<b>Last reviewed on:</b>	February 2024
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<b>Next review due by:</b>	Spring 2025
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## 1. Aims

We are a Rights Respecting Federation and this policy was developed in response to the new **Relationships education, relationships and sex education (RSE) and health education statutory Guidance** (25<sup>th</sup> July 2019) which became mandatory in September 2020 in all state secondary schools

“ In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

*UNICEF explain that:*

*‘The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A rights-respecting school is a community where children’s rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children’s rights by putting them into practice every day.’*

The aims of Relationship and Sex Education (RSE) at our federation are to:

- Develop a positive understanding of friendships.
- Help our young people understand family dynamics in modern Britain.
- Provide knowledge of loving and supportive relationships, the nature and importance of family life including LGBTQ+ families and relationships
- 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 for post 11 pupils to understand the meaning of consent
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Avoid being exploited or exploiting others
- Develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping
- Develop respect for the nine protected characteristics as mentioned in the Equality Act (2010) (race, disability, sex, and gender reassignment, age, religion or belief, sexual orientation, pregnancy and maternity, gender identity and marriage and civil partnership)

## **2. Statutory requirements**

Statutory guidance from the Department for Education has been issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 has made;

“Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools” from September 2020.

At the North and South West Durham Learning Federation we teach RSE in accordance with these statutory requirements.

## **3. Policy development**

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

1. Review – PSHE Leads across the federation pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties can view this policy via the school websites.
4. Pupil consultation – we investigated what exactly pupils want from their SRE by asking them to write down questions they would like answered and by asking pupils to complete questionnaires at school council meetings.

5. Wider school community – School Nursing Service are consulted on aspects of this policy that they support pupils with.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive and negative relationships, sexual health, sexuality, healthy lifestyles, keeping safe both off line and online, consent, diversity, including LGBT issues and personal identity.

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

**RSE is not about the promotion of sexual activity.**

## 5. Delivery of RSE

***See Evergreen Appendix, The Oaks Appendix and Croft Appendix for details of how RSE is delivered in each school.***

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage friendships, changing relationships and emotions
- Recognising the difference between good and bad relationships
- Recognising and assessing potential risks
- Learning to manage emotions within relationships confidently and sensitively off and online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect, positive self-esteem, confidence and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Making informed choices with an absence of prejudice
- Discussion and group work

These skills are taught sensitively within the context of a diverse family life in modern Britain.

## 6. Roles and responsibilities

### 6.1 The Governing Body

The governing body will approve the RSE policy, and hold the Executive Head Teacher to account for its implementation.

### 6.2 The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the federation.

### 6.3 The Head of School

The Head of School is responsible for managing requests to withdraw pupils from components of RSE (see section 7).

### 6.4 Staff

Staff are responsible for:

- Setting up ground rules with their class at the start of the Summer Term and then refer back to these at the start of each RSE session
- Respect a pupil's right to not take part in a discussion/activity
- Delivering RSE in a sensitive way appropriate to the needs and understanding of their pupils
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE
- Ensure pupils understand that there may be occasions when you have to share something they have told you with the Head of School/Deputy Head
- Referring any disclosures, safeguarding issues raised or possible child protection concerns to the Head of School/Deputy Head through the federation CPOMS or Behaviour Watch procedures
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Head Teacher.

### 6.5 Pupils

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

## 7. Parents' right to withdraw

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education until three terms before they are 16 in secondary school, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. There is no right to withdraw from Relationships Education or Health Education. Parents are encouraged to discuss their concerns and/or decisions with the Head of School at the earliest opportunity. Parents are welcome to review any RSE resources used across the federation.

## 8. Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RSE curriculum meets the needs of all:

Relationships and Sex Education –

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.

- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

## **9. Confidentiality and Safeguarding**

It should be made clear to pupils across the federation that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

## **10. Training**

Staff are trained on the delivery of RSE as part of their continuing professional development.

The PSHE Subject Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when required.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by PSHE Subject Leaders through:

- Work scrutiny
- Learning walks
- Staff meetings
- Through questioning staff / pupils
- Questionnaires
- Data analysis
- Feedback on impact of Interventions
- Link Governor meetings

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems

This policy will be reviewed by Danielle Oliver – Evergreen, Lynsey Brown –The Oaks and Becky Llewellyn Croft.

At every review, the policy will be approved by The North & South West Durham Learning Federation Governing Body.

## **APPENDIX 1**

### **Organisation and Content of Relationship and Sex Education – Evergreen Primary**

At Evergreen, relationship and sex education is taught throughout six key themes. The themes are self-awareness, managing feelings, self-care, support and safety, the world I live in, healthy lifestyles and changing and growing. Each theme is taught half termly and revisited every year to build on and consolidate prior learning. PSHED will help to teach key communication skills, vocabulary, strategies and the confidence to help manage issues when children encounter them (knowing how to seek help when necessary).

Teachers in upper key stage 2 deliver the RSE curriculum with support from professionals where appropriate. School staff are the best people to work with the pupils on the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHED curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science to pupils in Upper Key Stage 2.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

PSHED lessons will be taught by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Re-visiting content through cross-curricular learning and/or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Identifying pupils' starting points to ensure learning outcomes match pupil's needs.
- Including different sensory experiences at milepost 1 tailored to individual pupils, in addition to responding to adult prompting.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as pupils move from the primary phase through to the secondary phase.

Overarching concepts addressed, revisited and consolidated

Identity	Relationships	A healthy balanced lifestyle
Risk and safety	Diversity and equality	Rights, responsibilities, and consent
Change and resilience	Power	Economic wellbeing

Curriculum Overview

	Autumn	Spring	Summer
<b>Term 1</b>	<p><b>Self-Awareness</b>  <a href="#">RRS Articles</a>                      7, 12, 14, 15, 29, 31</p>	<p><b>Relationships: Managing Feelings</b>  <a href="#">RRS Articles</a>                      12, 14, 15, 17, 29, 31</p>	<p><b>Self-care, support and Safety</b>  <a href="#">RRS Articles</a>                      12, 14, 15, 17, 23, 24, 27, 29</p>
	<p>Topics include:                      Me, Who I am, my likes, dislikes, talents and interests</p>	<p>Topics include:                      Understanding feelings and that how I feel and how others feel affects choices and behaviour</p>	<p>Topics include:                      Looking after myself and keeping safe</p>



	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and private</li> </ol>
<b>Term 2</b>	<p><b>The World I Live in</b></p> <p>RRS Articles 14, 15, 17, 23, 29, 31</p>	<p><b>Healthy Lifestyles</b></p> <p>RRS Articles 12, 14, 17, 23, 24, 27</p>	<p><b>Relationships: Changing and Growing</b></p> <p>RRS Articles 12, 14, 15, 17, 23</p>
	<p>Topics include:</p> <p>Living confidently in the wider world</p>	<p>Topics include:</p> <p>Being and keeping healthy on the 'outside and on the 'inside'</p>	<p>Topics include:</p> <p>How I and others are changing, new opportunities and responsibilities</p>
	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> <li>6. Money</li> </ol>	<ol style="list-style-type: none"> <li>1. Healthy eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>

## Essential skills and attributes

### Developing confidence and making the most of their abilities:

- Self-concept and self-awareness
- Self-esteem
- Self-knowledge
- Resilience
- Self-regulation
- Recognising and managing peer influence and pressure
- Self-organisation
- Strategies for identifying and accessing appropriate help and support
- Clarifying own understanding, values and beliefs and re-evaluating them in the light of new learning, experiences and evidence
- Recalling, revisiting, consolidating and applying knowledge and understanding in familiar as well as new situations

### Developing positive relationships and social effectiveness:

- Self-awareness
- Empathy and compassion
- Respect for others' rights
- Communication skills
- Enterprise skills and attributes
- Respecting differences and similarities
- Consent
- Recognising and managing change
- Maintaining a healthy lifestyle

## **APPENDIX 2**

### **Organisation and Content of Relationship and Sex Education – The Oaks Secondary School**

In a secondary school setting (in addition to the aims already mentioned in the federation document) we also focus on the following issues;

- The law and consent
- Understanding what a good relationship looks like
- Grooming/ Exploitation
- Diversity in relationships
- Self esteem
- Contraception
- STIs
- The implications of pregnancy and teenage parenthood
- Social media / sexting / cyberstalking

We have been working with the Durham County lead on RSE with a small group of other local secondary schools known collectively as the County Durham Sex Education Commission which was set up to try to reduce the numbers of teenage pregnancies in the county. This has involved extra funding, CPD and advice on action planning and lesson content, to ensure that our provision and CPD is meaningful to our setting and up to date. We were awarded certificates for the quality of our RSE provision by the commission, and contact with them has been maintained so that we can access further advice and support.

The Schemes of Learning were rewritten in 2022 to reflect Statutory changes and updated guidance from the PSHE Association, and lessons are clearly linked to their 2021 Programmes of Study, PFA, RRS, British Values, Character Education and SMSC. More detailed information about individual lessons is available on request.

Key Stage 4 students complete a Short course in PSHE which is run by ASDAN.

For students who need confidential advice on any aspects of RSE students can approach any member of staff or leave an anonymous message in the PSHE room if they need to.

# KS3 Curriculum Overview



Subject: PSHE - SLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Self Care, Support and safety</b></p> <p>Transition to Secondary school</p> <p>Personal hygiene/ keeping clean/ preventing spread of germs (P.31)</p>	<p><b>Healthy Lifestyles</b></p> <p>Importance of a healthy diet. Eat well</p> <p>What should be classed as a treat</p> <p>(p.41)</p>	<p><b>Self – Awareness</b></p> <p>What makes us special? (P.28)</p>	<p><b>The World I Live In</b></p> <p>Diversity</p> <p>How are we different? (p.44)</p>	<p><b>Relationships – Managing feelings</b></p> <p>Feelings and how to manage these (p.35)</p>	<p><b>Relationships- changing and growing</b></p> <p>Identify ways in which we change as we grow older (p.37)</p>
<b>Year 8</b>	<p><b>Self Care, Support and safety</b></p> <p>Staying safe and the people who can help us. (P.33)</p>	<p><b>Healthy Lifestyles</b></p> <p>People in the community who help us (doctors, dentists, nurses) and how they</p>	<p><b>Self- Awareness</b></p> <p>The different jobs adults do in school. Careers Aspirations (p.29)</p>	<p><b>The World I Live In</b></p> <p>Rules and routines in school. Rules at home. (p.44) Rights and responsibilities (p.44)</p>	<p><b>Relationships – Managing feelings</b></p> <p>Positive relationships- developing friendships (p.35)</p>	<p><b>Relationships- changing and growing</b></p> <p>Developing other positive relationships in our lives - how they change and grow (P.37)</p>

		take care of us. (p.42)				
<b>Year 9</b>	<b><u>Self Care, Support and safety</u></b>  Ways of keeping safe (p.33)	<b>Healthy Lifestyles</b>  Keeping our body healthy Substance abuse Drugs and alcohol Chemicals (p.43)	<b><u>Self Awareness</u></b>  Understanding of kindness/unkindness. Peer pressure/bullying/cyber bullying (p.28)	<b>The World I Live In</b>  What is money? Using money (p.45)	<b>Relationships – Managing feelings</b>  Body language/appropriate behaviour (p.36)	<b>Relationships-changing and growing</b>  Family relationships (p.38) <b>Including SRE</b>
<b>Links to RRS / PFA and SMSC</b>	PFA: Health  SMSC: social  RRS Article 24	PFA: Health  SMSC: Cultural  RRS Article 33	PFA: Independent Living / Community Inclusion  SMSC: Moral Cultural  RRS Articles 12,13,15,23,31,42	PFA: Employment / Independent Living  SMSC: Moral / Cultural  RRS Article 29	PFA: Health/ community inclusion  SMSC: Social/ Moral RRS Article 27,34	PFA: Health/ community inclusion  SMSC: social / moral/ cultural  RRS: 34

# KS3 Curriculum Overview



## Subject: PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Health and Wellbeing</b> What is PSHE: Setting ground rules to keep us safe in PSHE Transition to Secondary School Who are we? How can we succeed? (resilience) Why do we have rules? Who can help us? What is self-esteem?	<b>Living in the wider World</b> Introduction to Citizenship. Why are we lucky to live in a democracy? What are our Rights and responsibilities? School council 'democracy' Looking after our school and respecting the environment including recycling.	<b>RSE</b> What is friendship? What is a good friend? How do we stay safe? How do we stay safe online? How do we get help with online relationships?	<b>Health and wellbeing</b> What is physical well-being? Personal health and hygiene, first impressions. Disease prevention, personal care and independence. What is mental wellbeing? How can we help look after our own mental health?	<b>Living in the Wider World</b> What happens in an election? What do politicians do? What are political parties? <b>Relationships (including RSE)</b> What is trust? What is peer pressure? How can we say no?	<b>RSE</b> How am I feeling? How am I changing? What is "normal"? What can I do to manage my feelings? <b>Health and wellbeing</b> How can we help look after ourselves and others? (Basic First Aid Project)
<b>Links to RRS / PFA and SMSC</b>	PFA: Independent Living, Community Friends and Relations, Our Work  SMSC: Social, Moral, Cultural RRS: 12, 13, 15, 23, 31, 42	PFA: Independent Living, Community Friends and Relations SMSC: Social, Cultural, Moral RRS: 1, 2, 3, 4, 5, 12, 14, 40,	PFA: Independent Living, Community Friends and Relations, Good Health SMSC: Social, Moral, Cultural RRS: 12, 13, 23, 27, 29, 36, 37, 39,	PFA: Independent Living, Community Friends and Relations, Good Health SMSC: Social, Moral, Cultural, Spiritual RRS: 4, 13, 14, 15, 16, 19, 24, 27, 29, 30, 36,	PFA: Independent Living, Community Friends and Relations, Good Health, SMSC: Social, Moral, Cultural RRS: 2, 4, 5, 7, 10, 12, 13, 15, 23, 27, 28, 31, 33,	PFA: Independent Living, Community Friends and Relations, Good Health, SMSC: Social, Moral, Cultural, Spiritual RRS: 4, 6, 7, 12, 13, 14, 15, 16, 19, 24, 27, 29

<p><b>Year 8</b></p>	<p><b>Health and Wellbeing</b>          What is mental health?          How can we support our own mental wellbeing?          Why is respect important?          Why is tolerance important?          How can we keep ourselves healthy? Food and exercise.          When do we need help to manage our health?</p>	<p><b>Living in the wider World</b>          Who and what influences us?          How can fake news affect what we think?          What are our “protected” rights?          What is diversity?          Why is diversity good?          How can we challenge discrimination?</p>	<p><b>RSE</b>          What is a healthy relationship?          How do we deal with conflict?          What can we do to prevent bullying?          How can we be safe online?          What is extremism?          How can be safe outside?</p>	<p><b>Health and wellbeing</b>          What are drugs?          What are the dangers of smoking and cannabis?          Should we use energy drinks?          Why do we need sleep?          What is body image?          How does the media affect my body image?          Can I trust what I read and see through the media?</p>	<p><b>Living in the wider World</b>          What happens when someone breaks the law?          What is the purpose of laws and punishment?          How do we change the law?          How can we contribute to the UK?          How do charities help?          Why volunteer?</p>	<p><b>RSE</b>          What do we value?          Who is important to us?          What is love?          How do we show love and friendship?          What is private?          How do relationships change?          How can we cope with the end of relationships?</p>
<p><b>Links to RRS / PFA and SMSC</b></p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health           SMSC: Social, Moral, Cultural, Spiritual          RRS: , 4, 5, 7, 10, 12, 13, 15, 23, 27, 28, 31, 33, 41</p>	<p>PFA: Independent Living, Community Friends and Relations          SMSC: Social, Cultural, Moral          RRS:1, 2, 3, 4, 5, 12, 13, 14, 15, 16, 19, 14, 40,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health          SMSC: Social, Moral, Cultural          RRS:12, 13, 23, 27, 29, 31, 34, 36, 37, 39,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health          SMSC: Social, Moral, Cultural, Spiritual          RRS: 4, 12, 13, 14, 16, 19, 24, 27, 29, 30, 33, 36,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health, SMSC: Social, Moral, Cultural          RRS:2, 4, 5, 7, 10, 12, 13, 15, 23, 27, 28, 31, 33, 39, 41,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health, Our Work          SMSC: Social, Moral, Cultural, Spiritual          RRS:4, 6, 7, 12, 13, 14, 15, 16, 19, 24, 27, 29</p>

<p><b>Year 9</b></p>	<p><b>Health and Wellbeing</b>          How can we build resilience?          How do we use the internet positively?          How do we stay safe online when gaming?          How do we keep ourselves healthy?          How do we prevent</p>	<p><b>Living in the wider World</b>          Why do we need money and where does it come from?          How can we manage our money?          How do we budget?          How to we save money when shopping?          How can we protect ourselves from debt and gambling?          What are our consumer rights?</p>	<p><b>RSE</b>          How can we manage our emotions?          How do we look after ourselves in relationships?          What is risk?          What is County Lines?          How do we keep ourselves safe? (Gang crime/ knife crime as appropriate)</p>	<p><b>Health and wellbeing</b>          How does alcohol and solvent abuse affect our bodies?          First Aid          How do we keep healthy? (Mental health, physical health, nutrition)          How can we avoid or change unhealthy coping strategies?</p>	<p><b>Living in the wider World</b>          What is local government?          What is national government?          How do elections work?          Should we still have a monarchy?          What does it mean to be British?          How can we help bring positive change?</p>	<p><b>RSE</b>          What is consent?          What is body shaming?          Is my body normal?          How do we keep safe? (contraception)          What are the risks of not using contraception?          What is appropriate online?</p>
	<p>PFA: Independent Living, Community Friends and Relations, Good Health Our Work           SMSC: Social, Moral, Cultural,          RRS: , 4, 5, 7, 10, 12, 13, 15, 23, 27, 28, 31,</p>	<p>PFA: Independent Living, Community Friends and Relations, Our Work          SMSC: Social, Cultural, Moral          RRS: 3, 4, 5, 12, 13, 14, 15, 16, 19, 14,41,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health, Our Work          SMSC: Social, Moral, Cultural          RRS:6, 8, 12, 13, 23, 27, 29, 31, 34, 36,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health          SMSC: Social, Moral, Cultural, Spiritual          RRS: 5, 12, 13, 14, 16, 19, 24, 27,</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health, Our Work          SMSC: Social, Moral, Cultural, Spiritual          RRS:1, 2, 5, 7,8, 11, 19, 22, 23, 24, 30</p>	<p>PFA: Independent Living, Community Friends and Relations, Good Health, SMSC: Social, Moral, Cultural, Spiritual          RRS:4, 6, 7, 12, 13, 14, 15, 16, 19, 24,</p>





# KS4 Curriculum Overview

**Subject: PSHE**

	Accreditation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 10</b></p> <p><b>Accreditation Pathway</b></p>	<p>ASDAN PSHE Short Course</p>	<p><b>Emotional Wellbeing</b></p> <p>1A3 Understanding common types of ill health</p> <p>1A4 Recognise the early signs of poor mental health</p> <p>1A5 Use strategies for monitoring positive wellbeing</p> <p>1A6 Explain activities that can promote positive emotional wellbeing</p>	<p><b>Keeping Safe and Healthy</b></p> <p>2A2 Explain current campaigns</p> <p>2A3, 2A4 Explain what constitutes a healthy lifestyle</p> <p>2A5 Recognise what healthy eating looks like</p> <p>2A6 Identify local health improvement services</p> <p>2A7 Identify risks to personal safety</p> <p>2A8 Understand the safe use of taxis and minicabs</p>	<p><b>Social Media</b></p> <p>3A1 Understand why it is important to develop digital resilience</p> <p>3A2 Understand media stereotypes and manipulated images and their effect on self esteem.</p> <p>3A3 Identify harmful behaviours online, understand how to report it and access support.</p> <p>3A4 Understand the consequences of posting online.</p> <p>3A5 Recognise digitally enabled stalking and know what to do if you are affected.</p>	<p><b>Alcohol and Drugs</b></p> <p>4A3 Identify the signs of alcohol poisoning and know what to do.</p> <p>4A4 Understand the impact that alcohol can have on emotional health and wellbeing</p> <p>4A5 Know the difference between social pressure and peer pressure in relation to alcohol and strategies to avoid drinking alcohol.</p>	<p><b>Tobacco and Drugs</b></p> <p>5A1 Understand the laws relating to the supply and possession of illegal substances</p> <p>5A2 Understand the facts about the harmful effects of smoking tobacco</p> <p>5A3 Understand the benefits of quitting smoking and how to access support</p> <p>5A4 Understand the effects and risks of nicotine consumption</p> <p>5A5 Understand the links between taking drugs and serious health conditions</p> <p>5A6 Understand how drug misuse can be harmful in the short and long term.</p>	<p><b>Sexual Health</b></p> <p>6A1 Understand the impact of STIs and how to minimise their transmission</p> <p>6A2 Understand the advantages and disadvantages of different methods of contraception, including protection from STIs</p> <p>6A3 Understand how to access emergency contraception</p> <p>6A4 Understand the moral responsibility of seeking consent</p> <p>6A5 Understanding the legal consequences of not gaining consent.</p>

Links to RRS, PFA, SMSC.		PFA Health,  RRS Article 28 SMSC: cultural/ moral/ social	PFA Health, independent living, community Inclusion  RRS Article 29 SMSC: cultural/ moral/ social	PFA Health, Independent Living, Community Inclusion  RRS Article 24 SMSC: cultural/ social	PFA Health /Independent Living RRS Article 33 SMSC: cultural/ moral/ social	PFA Health /Community Inclusion /Independent Living  RRS Article 27,34 SMSC: cultural/ moral/ social	PFA Health /Community Inclusion /Independent Living  RRS Article 34 SMSC: cultural/ moral/ social
PSHE Association links		H2, H4, H5, H6, H7, H8, H9, H10, H11,	H5, H16, H11, H12, H13, H14, H21, H22	L22, H2, H3, R14, H4, R8, R22, R18, R14, R15, R16, R17, R28, R29, R30, R31, R32	H19, H20, R35, R36, R37	R38, H18, H13, H14, H16	H27, H28, R23, R24, H29, H33, R18, R2

	Accreditation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 11 Accreditation Pathways</b>	<b>ASDAN PSHE Short Course</b>	<b>Financial choices</b> 9A1 Understand tax and National Insurance 9A2 Discover how different forms of saving work 9A3 Find out about ways to manage debt 9A4 Recognise the importance of pensions 9A5 Understand how to rent accommodation	<b>Living in modern Britain</b> 11A1 Understand and explore what democracy, the rule of law, individual liberty and mutual respect mean as a British citizen 11A2 Understand why it is important for everyone to vote 11A3 Understand how to be a critical consumer of online information in all forms; appreciate how social media can	<b>Respectful Relationships</b> 7A1 Show how to develop healthy relationships across cultures and society 7A2 Recognise how to manage emotions in different relationships 7A3 Understand what makes for healthy or unhealthy relationships 7A4 Explain the concept of consent in a variety of contexts 7A5 Show how to develop healthy relationships in different contexts	<b>Respectful Relationships</b> Individual independent work focussing on an aspect of the respectful relationships course (Challenge B) Further lessons or interventions as necessary, e.g. further lessons on child sexual exploitation, grooming etc.	<b>Families and Parenting</b> 8A1 Recognise different sorts of relationships and concepts of family; Understand the legal status of different relationships 8A2 Recognise different sorts of relationships and concepts of family 8A3 Explain the concept of forced marriage 8A4 Recognise the roles and	<b>Families and Parenting</b> Individual independent work focussing on an aspect of the families and parenting course (Challenge B) Further lessons or interventions as necessary, e.g. 'Realityworks' baby simulator and accompanying lesson plans.

Links to RRS, PFA, SMSC.			expand, limit or distort an individual's view of the world 11A4 Understand how social media can be used to distribute propaganda, coerce and manipulate 11A5 Recognise extremism and radicalisation, including when someone is at risk of being radicalised			responsibilities of parenting 8A5 Understand the impact that being a parent can have on your lifestyle 8A6 Understand the impact of a healthy lifestyle on pregnancy and early infants	
PSHE Association Links		PFA Community Inclusion RRS Article 29,36  SMSC: Social/ Moral/ Cultural	PFA Community Inclusion RRS Article 20,23,30  SMSC: Social/ Moral/ Cultural	PFA Health/Independent Living RRS Article 24  SMSC: Social/ Moral/ Cultural/ Spiritual	PFA Health / Independent Living RRS Article 33  SMSC: Social/ Moral/ Cultural	PFA Health /Community Inclusion /Independent Living RRS Article 34 SMSC: Social/ Moral/ Cultural	PFA Community Inclusion /Independent Living/Health RRS Article 34  SMSC: Social/ Moral/ Cultural

**PSHE KS3/4**

PSHE: Units of Study/overview.

PSHE Association

2023-2024

Key stages	Years	Autumn		Spring		Summer	
		1	2	3	4	5	6
3	7	Health and Wellbeing Transition and safety	Living in the wider world Developing skills and aspirations	Relationships Diversity	Health and Wellbeing Health and puberty	Relationships Building relationships	Living in the wider world Financial decisions
	8	Health and Wellbeing Drugs and alcohol	Living in the wider world Community and careers	Relationships Discrimination	Health and Wellbeing Emotional wellbeing	Relationships Identity and relationships	Living in the wider world Digital literacy
	9	Health and Wellbeing Peer influence, substance use and gangs	Living in the wider world Setting goals	Relationships Respectful relationships	Health and Wellbeing Healthy lifestyles	Relationships Intimate relationships	Living in the wider world Employability skills

4	10	Health and Wellbeing Mental Health	Living in the wider world Financial decision making	Relationships Healthy relationships	Health and Wellbeing Exploring influence	Relationships Addressing extremism and radicalisation	Living in the wider world Work experience
	11	Health and Wellbeing Building for the future	Living in the wider world Next steps	Relationships Communication in relationships	Health and Wellbeing Independence	Relationships Families	Living in the wider world

### **Appendix 3 Croft Community School**

Within EYFS, Key Stage 1, 2, 3 and 4, PSHE including Relationship and Sex Education and Health Education is a part of Croft Community School's curriculum and is covered in **weekly lessons**.

The curriculum within EYFS, KS1 and KS2 are based around key themes – healthy lifestyles, relationships, staying safe (including online safety), emotions, friendship, trust and the environment. As well as the Primary curriculum meeting the September 2020 statutory guidance for Health Education and Relationship Education, The PSHE curriculum at Key Stage 1 and 2 reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability

Primary students have weekly standalone PSHE lessons as well as the principles of PSHE being embedded throughout the whole curriculum. The Primary PSHE curriculum is on a 2-year cycle (year A and B) to ensure full coverage of topics and key themes as well as providing students with a broad and balanced curriculum that allows for some consolidation of learning where appropriate.

The curriculum at Key Stage 3 and 4 is based around 3 themes – Health and wellbeing, living in the wider world and relationships. The new statutory guidance for RSE and health education has been incorporated into the curriculum as well as providing clear opportunities to link with SMSC, British Values, Cultural Capital and the School Values. The key themes and activities within these themes are carefully chosen and delivered at appropriate times to appropriate classes.

All lessons are taught by specialised teachers, knowledgeable in their subject areas. Visitors to the school such as the police, nurse, community mental health team, drugs and alcohol workers further enhance the curriculum, ensuring that it is meaningful and varied.

Activities are planned according to student's skills, knowledge and abilities as well as their previous learning and experiences. A range of teaching strategies are used within PSHE and pupils are supported in applying the skills they are learning in real life situations such as resolving conflict. This work is carried on as Interventions where necessary in the Bridge.

A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic.

Throughout the school, PSHE is addressed on a daily basis as questions and incidents arise. PSHE is addressed pastoral time with emotional intelligence, Rights Respecting School and Education for a Connected World sessions.

Students have 1 hour per week of PSHE lessons and throughout the year, we celebrate and use enrichment and key days or weeks such as Mental Health Awareness, Fairtrade Fortnight, Sport Relief etc. to enhance our PSHE curriculum.

Assemblies will provide extra opportunities to enhance pupils' spiritual, moral, social and cultural development, promote our school's values and celebrate achievement.

## 1. Accreditation

### **The qualifications being offered are:**

Year 7, 8, 9 PSHE Association

Year 10 and 11- PSHE Association

The teaching of PSHE is differentiated to the needs of the pupils. The lessons are differentiated in order to meet the progression statements. The students are assessed on key areas within PSHE; personal development, living in the wider world, health and wellbeing, relationships, health and self-care and lifestyles. The school assessment system is used to correctly and accurately baseline students and plan and teach lessons to meet their needs.

## 2. Cross-Curricular, School Values and SMSC Opportunities

Many cross curricular links are made between PSHE and other curriculum areas, including Geography, Preparation for adulthood, RE and English. As well as learning about respecting others beliefs and opinions, healthy lifestyles, Maths and the value of money, Science and the body.

PSHE also has strong links to SMSC, British Values, the School Values and the UN Convention for the Rights of the Child. The PSHE curriculum promotes fundamental British Values. Throughout PSHE lessons, students are taught rule of law, what is right and wrong, how to behave and the correct behaviour essential for their safety and wellbeing. PSHE offers opportunities for students to be taught how to earn trust and respect, are supported to

develop a strong sense of morality. PSHE allows students to develop their self-knowledge, self-esteem and self-confidence. Mutual respect is expected and there are a lot of opportunities within the curriculum to develop an awareness of bullying and the need to value and respect others. Students are also taught how to keep themselves safe. They learn about different beliefs, cultures and values, prejudice and discrimination.

The school values are embedded within the teaching of PSHE. The teaching of a positive mind-set occurs frequently in the teaching of PSHE where pupils are encouraged to build social and emotional resilience and emotional intelligence.

Students are frequently challenged within PSHE lessons where expectations are high. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to the progression outcomes. Students are set outcomes they need to achieve and these are recorded accordingly. Regardless of the needs of each individual, all students within Croft access PSHE and with some reasonable adaptations, they engage in all aspects of the curriculum.

Positive behaviour and social skills are promoted in PSHE. Students develop team work and communication skills through group work and debate and are encouraged to be respectful of others opinions, abilities and views.

The school nurse and other health professionals may be involved in the delivery of some aspects of the RSE curriculum, particularly more targeted programmes to individuals where a need has been identified  
It is also recognised that parents and carers are key figures in helping children to cope with the physical and emotional challenges of growing up.

Primary curriculum including RSE

Y1/2	AUTUMN	SPRING	SUMMER
<b>TOPIC</b>	<p>1. <b>HEALTHY LIFESTYLES</b> 2. <b>RELATIONSHIPS</b></p>	<p>1. <b>STAYING SAFE/ONLINE SAFETY</b> 2. <b>EMOTIONS</b></p>	<p>1. <b>EXPLORING FRIENDSHIP AND TRUST (RSE)</b> 2. <b>ENVIRONMENT</b></p>
<b>VALUES</b>	<b>RESPECT, COOPERATION, MORALITY</b>	<b>ADAPTABILITY, RESILIENCE, ENQUIRY</b>	<b>THOUGHTFULNESS, COMMUNICATION, RESPECT</b>
<b>RRS Article</b>	<p>Article 24 - the right to good quality healthcare, clean water, nutritious food and a clean environment so that they can stay healthy. Article 15 – children have the right to meet together and join groups Article 31 – children have the right to relax and play</p>	<p>Article 17 – children have the right to reliable information from the mass media Article 13 – children have the right to get and to share information, as long as the information is not damaging to them or others.</p>	<p>Article 16 – children have the right to privacy Article 24 – children have the right to a clean environment Article 27 – children have a right to a standard of living good enough to meet their mental and physical needs.</p>
<b>Pupils will learn...</b>	<p><b><u>Healthy Lifestyles</u></b> Can I recognise the mental and physical benefits of an active lifestyle? Can I recognise what constitutes a healthy diet? Can I talk about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage? Can I talk about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist?</p> <p><b><u>Relationships</u></b> Can I say what makes a good friend? Can I know that families are important for children growing up because they can give love, security and stability? Can I pick out the characteristics of healthy family life? <b>Can I say what a same sex family is?</b> <b>Can I say what an LGBTQ+ family is?</b></p>	<p><b><u>Staying safe</u></b> Can I say what the benefits are of the internet? Can I verbalise why social media, some computer games and online gaming, for example, are age restricted? Can I think about what sorts of boundaries are appropriate in friendships? Can I demonstrate I understand the concept of privacy including that it is not always right to keep secrets if they relate to being safe? Can I say that my body belongs to me? Can I say who is a safe person and who is a stranger? Can I say where I should go to if I lost or in danger? Can I say when we would need to ring 999?</p> <p><b><u>Emotions</u></b> Can I say what a feeling is? Can I say what helps me with my mental and physical wellbeing? Can I communicate that there is a normal range of emotions e.g. happy and sad and what makes me feel these things?</p>	<p><b><u>Friendship and trust</u></b> Can I recognise the characteristics of a good friendship? Can I take practical steps to make friends? Can I explore how to take turns and follow rules? Can I share items? Can I begin to demonstrate ways of resolving conflict? Can I use manners?</p> <p><b><u>Citizenship</u></b> Can I explore who belongs to our home and school community? Can I recognise what is fair and unfair, right and wrong? Can I explain what a rule is and why we have them? Can I come up with some rules for our classroom and agree to follow them? Can I explain why we should look after our environment at school and home and how we can do this? Can I explore what to do with rubbish?</p>
<b><u>KEY DATES</u></b>	<p>Jeans for Genes – 14<sup>th</sup> September Healthy Eating Week – 28<sup>th</sup> September World Smile Day – 2<sup>nd</sup> October World Mental Health Day – 10<sup>th</sup> October</p>	<p>Safer Internet Day – February 9<sup>th</sup></p>	<p>Earth Day – 22<sup>nd</sup> April Local and Community history month – May Save lives, clean your hands day – 5<sup>th</sup> May Christina Aid Week – wc 10<sup>th</sup> May</p>



	Anti-Bullying Week – 16 <sup>th</sup> November		
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Secondary curriculum including RSE

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn - Healthy Lifestyles</b>	<p><b>Mental wellbeing</b> Identifying emotions and feelings, introduction to emotional health, talking about emotions. How to harness happiness e.g. connectedness to others, time outdoors</p> <p><b>Physical health and fitness</b> How do we look after our bodies through exercise - keep us fit, endorphins?</p> <p><b>Healthy eating</b> what does a healthy diet look like? Link between poor diet and tooth decay.</p> <p><b>Drugs, alcohol and tobacco</b> "drugs are bad" Prescription drugs and uses, awareness of dangers of prescribed drugs if misused. Dangers of smoking</p> <p><b>Health and prevention</b> Germs and hand hygiene, personal care and hygiene, teeth health oral hygiene and dentist</p> <p><b>Changing adolescent body</b> puberty – changes to our bodies physically and emotionally,</p>	<p><b>Mental wellbeing</b> What is mental wellbeing? Looking after our mental health - what has a positive or negative effect on our mental health and emotions? self-esteem, body image and the effect on our mental health.</p> <p><b>Physical health and fitness</b> ideas for keeping fit and healthy, local sports facilities, create and follow exercise plans. Benefits to our mental health</p> <p><b>Healthy eating</b> Food groups and nutrition. Link between poor diet and health risks.</p> <p><b>Drugs, alcohol and tobacco</b> Dangers from smoking tobacco and drinking alcohol.</p> <p><b>Health and prevention</b> Immunisation and vaccination Sleep and its effect on weight, mood, concentration</p> <p><b>Basic first aid</b> Basic first aid – scalds, burns, sprains, cuts, stings, nose bleeds</p> <p><b>Changing adolescent body</b> Recap on puberty, changes to body and emotions</p>	<p><b>Mental wellbeing</b> Recognising early signs of mental wellbeing concerns. What does poor mental health look like? How to tackle these concerns? Ways to stay mentally healthy e.g. diet exercise community participation</p> <p><b>Physical health and fitness &amp; Healthy eating</b> effect of diet and exercise on our physical and mental health for maintaining healthy weight, fitness, effect on heart and lungs. Healthy diet plans for different groups of people, poor health choices linked to physical and mental ill-health.</p> <p><b>Drugs, alcohol and tobacco</b> Laws, physical effects and peer pressure around smoking, alcohol and illegal drugs. Effects of all on the body</p> <p><b>Health and prevention</b> Bacteria and viruses, how they are spread, antibiotics</p> <p><b>Basic first aid</b> CPR and defibrillators First aid – recap basic and cover fits, electric shock, choking, st johns ambulance training.</p>	<p><b>Mental wellbeing</b> What is anxiety and depression? Coping with these and getting help. Impact of stress on the body, what it is and how to cope with it.</p> <p><b>Physical health and fitness &amp; Healthy eating</b> Diet and exercise plan for different groups of people with different health needs and of different levels of fitness. Calories, calorie deficit, healthy or unhealthy foods of same calorific value?</p> <p><b>Drugs, alcohol and tobacco</b> Social, emotional and physical effects of drugs and alcohol abuse, penalties, county lines, trafficking</p> <p><b>Health and prevention</b> Self-examination and screening</p> <p><b>Basic first aid</b> . First aid – CPR, responding to drug and alcohol abuse first aid.</p>	<p><b>Mental wellbeing</b> Nature and treatment of a range of mental illnesses and where to get help from specialist service.</p> <p><b>Internet safety and harms</b> Online gambling and debt</p> <p><b>Physical health and fitness &amp; Healthy eating</b> Benefits of certain foods, impact on our ability to exercise, sleep, function etc., negative impact of poor diet – energy drinks, coffee etc. science behind impact of food and exercise on our physical and mental health. Links between an inactive lifestyle and ill health including cancer and cardio vascular ill-health.</p> <p><b>Drugs, alcohol and tobacco</b> Recap drugs and alcohol, peer pressure, trafficking, impact on mental health and development of conditions, physical health, relationships, grooming. Where to access help and support. Effects of risk taking on individuals and society e.g. promiscuity, drugs and alcohol, gangs etc. Addiction and dependency</p> <p><b>Basic first aid</b> First aid refreshed and help for emotional impact of physical trauma such as PTSD.</p>
<b>Spring - Relationships (RSE)</b>	<p><b>Families</b> Characteristics of committed, stable relationships. Parenting and characteristics of</p>	<p><b>Families</b> The importance of stable relationships, including when bringing up children.</p>	<p><b>Families</b> What is marriage? Why do people choose to marry – religion? Children?</p>	<p><b>Families</b> The legal status of marriage and the difference between marriage and cohabiting.</p>	<p><b>Online and media</b> How pornography creates a distorted picture of sexual behaviours, self-esteem and</p>

	<p>successful parenting. Characteristics of negative relationships. Feeling unsafe in and what to do.</p> <p><b>Respectful relationships</b> Characteristics of positive friendships, including respect. Managing arguments and conflict. What is bullying? How does it make people feel? What can you do if you are being bullied? <b>What is a homosexual relationship?</b> <b>What is a same sex relationship?</b> <b>What is meant by sexual orientation? What are some different sexual orientations?</b></p> <p><b>Online and media</b> How to behave online, having the same respect as in real life. Sharing personal information. What is social media? What are the risks and age restrictions?</p> <p><b>Intimate and sexual relationships</b> Body is our own, what are our private parts? Difference between appropriate and inappropriate or unsafe physical contact. Puberty (nurse?)</p>	<p>What does an unsafe relationship should like? Characteristics of unhealthy relationships, how to get help for myself or others.</p> <p><b>Respectful relationships</b> Positive friendships, managing conflict when things go wrong and reconciliation. What are the different types of bullying? What should we do as a victim or bystander? <b>What is meant by LGBTQ+?</b> <b>What does it mean to show respect in a relationship, including relationships in which LGBTQ+ people are involved?</b></p> <p><b>Online and media</b> What social media exists? What other ways are there of sharing information or communicating online? What are the risks and dangers of social media and sharing information? How to block, report and get help is something unsafe happens or appears online.</p> <p><b>Intimate and sexual relationships</b> What is an intimate relationship? What does boundaries mean? What does consent mean in terms of relationships and intimacy? What are our private parts and what are their functions? The right to delay intimacy and control what we consent to.</p>	<p>Role of trust in a relationship. How do we know if we can trust a family member, friend or someone we are in a relationship with? What does an unsafe relationship look like?</p> <p><b>Respectful relationships</b> What are the characteristics of positive and negative relationships in person and online? Role of consent in relationships Managing conflicts in relationships What are the causes, nature and effects of different types of bullying? <b>What are some issues specific to an LGBTQ+ relationship?</b></p> <p><b>Online and media</b> In depth look at the dangers of social media including grooming. What might we see online that is harmful content and what is the impact of viewing this?</p> <p><b>Intimate and sexual relationships</b> What is sexual intercourse? What is protection? Importance of using protection? Importance of consent. Managing peer pressure in relation to intimate contact and relationships. Enjoying relationships and intimacy without sex. How drugs and alcohol can lead to risky sexual behaviour.</p>	<p>Legal rights and protection available to married couples vs those cohabiting or those together in an unregistered religious ceremony. What does a healthy marriage look like? What does a healthy relationship look like, what are the signs of the relationship being coercive or abusive?</p> <p><b>Respectful relationships</b> What are the characteristics of positive and negative non sexual and sexual relationship? Discrimination, prejudice, equal opportunities. The equality act and rights and responsibilities around equality What is domestic violence? Bullying in relationships – signs and types. <b>Unique obstacles encountered in LGBTQ+ relationships.</b> <b>Laws and obstacles regarding (LGBTQ+) relationships</b></p> <p><b>Online and media</b> What is pornography? The law around pornography and sharing indecent images of children even those created by children and sent to children. <b>Being safe</b> What is the law around consent? Recognising sexual consent and when it can be withdrawn. What does sexual consent look like? Managing sexual pressure.</p> <p><b>Intimate and sexual relationships</b> Sexual pressure. Contraception Types of STIs Getting tested for STIs and where to go Pregnancy and the options around pregnancy</p>	<p>how you might see your partner. <b>Being safe</b> Criminal behaviour in relationships the concept of and laws around sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, sexual assault, domestic abuse, forced marriage, domestic violence, FGM, honour based violence. Recognising these criminal behaviours, how they affect current and future relationships and getting help.</p> <p><b>Intimate and sexual relationships</b> Fertility treatments, increasing fertility, infertility. Menopause Evaluate positive and negatives around different forms of contraception. Short and long term effects of STIs and treatments for them. Physical and emotional changes during pregnancy and miscarriage support groups and agencies for pregnancy, adoption, miscarriage etc. <b>Safe and respectful intimate relationships in the LGBTQ+ community</b> <b>Responsible decision making</b></p>
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				Getting help around sexual and reproductive health. Effects of sex on physical and emotional wellbeing.	
<b>Summer - Living in the wider world</b>	<p><b>Citizenship</b> Improving the local community e.g. school. Role of Pupil Voice – democracy Importance of school rules. Responsibilities linked to these rules. Introduction to RRS</p> <p><b>Employment</b> Formal and informal education Jobs at home and in school Identity</p> <p><b>Independent Living (finance)</b> What is money? Where it comes from? How are we persuaded to buy things? Where does it come from? Media and advertising Analysing adverts – persuasion, false images</p> <p><b>Environment</b> Respecting the environment Recycling and waste</p>	<p><b>Citizenship</b> Society laws, role of the police, courts and justice system Improving local communities outside of school, what is a community and what are they made up of, demographics of a community Human rights and Children’s rights – liberties enjoyed by citizens</p> <p><b>Employment</b> Life after school Build a personal profile of interests and ambitions</p> <p><b>Independent Living (finance)</b> The value of money. Managing money Real life budgeting</p> <p><b>Environment</b> Dangers and risks to our natural environment e.g. Global warming and what we can do.</p>	<p><b>Citizenship</b> Volunteer in the local community Parliament, government and the monarch Voting in elections, different political parties, democracy v dictatorship. Local councils.</p> <p><b>Employment</b> Look at career options Look at education pathways Post 16 and what qualifications are required What qualifications are on offer in school</p> <p><b>Independent Living (finance)</b> Current accounts and savings accounts Rights and responsibilities as consumers Loans</p> <p><b>Environment</b> Challenges to the environment – climate change, global warming, water scarcity, droughts, deforestation, floods, pollution</p>	<p><b>Citizenship</b> Parliamentary democracy and the power of government, role of citizens impacting what happens in parliament, how are they accountable. Legal system in the UK, different sources of law. Human rights and international law.</p> <p><b>Employment (completed in Careers lessons)</b> Part time and full time jobs Job adverts, essential and desirable criteria Create a CV Practising filling out job application forms</p> <p><b>Independent Living (finance)</b> Bank statements Applying for a bank account Credit and debit cards and accounts</p> <p><b>Environment</b> Sustainable environment. Energy – promoting a sustainable energy future</p>	<p><b>Citizenship</b> Different electoral systems used in and beyond the UK and actions citizens can take in democratic and electoral processes to influence decisions locally and nationally and beyond. Social issues in the community – ill-health, poverty, unemployment, social deprivation, inequality Diverse national, regional, religious and ethnic identities in the UK and need for mutual respect and understanding.</p> <p><b>Employment (completed in careers lessons)</b> Preparation for post 16 studies Interview prep Writing letters of application and personal statements</p> <p><b>Independent Living (finance)</b> Wage slips – gross and net pay, deductions, pensions Benefits Interest rates</p> <p><b>Environment</b> Local, national and global charities working for those who don’t enjoy basic human or children’s rights for safe and clean environment, those damaged by war and conflict.</p>