



# Relationship and Sex Education (RSE) and Health Education Policy

Applicable to	Responsible Officer	Date Adopted	Date of review
All Staff	AW/LRG	September 2024	September 2025

## Status

Statutory

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## Introductory statement

This policy covers John Mason's whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need, in order to have safe, respectful and enjoyable relationships, as well as empowering them to take responsibility for their sexual health and well-being.

John Mason School believes that all children and young people have a right to holistic, inclusive, and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality, inclusion and celebration of difference.

This policy was produced in consultation with our staff, board of governors, students and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students.

The policy should be read in conjunction with other relevant policies: Anti Bullying, Safeguarding and Science Curriculum.

## Equality, Inclusion and Social Justice:

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

*Schools should consider what they can do to foster healthy and respectful peer- to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole- school approach. (RSHE Guidance, p14)*

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBT inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

An inclusive RSE at John Mason School will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

## Definition of Relationships and Sex Education:

*Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships (RSHE Guidance p25)*

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.(1)

We take the approach that Relationships and Sex Education are best taught in an integrated way, using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.(2)

To cover the curriculum content outlined in the RSHE Guidance, we will equip our students to build positive and respectful relationships online and offline. We seek to ensure that it gives students the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity.
- Build self-esteem and self-worth.

Explore and value their personal and sexual identity and the personal/sexual identities of others.

- Understand family structures, committed relationships and the legal status of different types of long-term relationships.
- Understand and make sense of the real-life issues they are experiencing in the world around them.
- Manage and explore difficult feelings and emotions.
- Consider how their choices affect their own wellbeing and that of others.
- Develop as informed and responsible citizens.
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

It is believed that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

1 The definition for Relationships Education and Sex Education are model definitions created by the Sex Education Forum.

<sup>2</sup> This text is taken from the Sex Education Forum.

### Subject Content:

The curriculum programme is developed by the Head of Personal Development in conjunction with the views of teachers, students and parents.

John Mason School will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work can be found in Appendix 1 of this document, where you can also find the sex education specific lessons highlighted in red.

### Subject Delivery:

RSE will be delivered in John Mason School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons and tutor sessions across all key stages, using a spiral curriculum approach. PHSE lessons are called 'Personal Development' at John Mason School to highlight the purpose of the lessons to students.

The Head of Personal Development will work closely with colleagues in related curriculum areas (science and computing for example) to ensure a holistic and joined up approach to what is taught in RSE. (Appendix 2)

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as assemblies, off timetable days and events. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. These may include School Health Nurses and external theatre groups for example.

The programme will be delivered in a non- judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of the course content.

### Monitoring:

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the Head of Personal Development and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny

- Looking at samples of pupils' work
- Analysing pupil attendance in lessons

Evaluation:

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by students (for example, using student interviews, Questionnaires/ surveys and focus groups.)
- Scrutiny of student assessment
- Sampling student work and portfolios.

Student Assessment:

We use student assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that they are accessible to students of differing abilities, and that all are suitably challenged.

Students are encouraged to implement their learning in their daily lives. Students have the opportunity to reflect on their learning from real life situations – evaluating their progress throughout.

Staff will monitor student engagement in the first instance. Teachers will address non completion of tasks and ensure students are supported, and understand the expectations of the lessons.

At the end of each module, whole class feedback will be issued. For a subject that can be very discussion based, whole class feedback on understanding of topics is of huge benefit and allows for deeper discussion where necessary.

Pupil Voice:

*Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (RSHE Guidance, p12)*

Student voice is central to the culture and ethos of John Mason School. We use student voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

#### Answering Student Questions:

*The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (RSHE Guidance, p23)*

RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

#### Working With Parents and Carers:

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers.

We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parent Information Evenings
- Sharing copies of the policy in face-to-face meetings and/ or through emails

- Letters to parents/carers giving information about when RSE will be delivered and when certain classes take part (including classes that involve sex education)
- Letters to parents concerning outside classroom experiences such as theatre productions and off timetable days.
- RSE policy on school website – Schemes of Learning in the Appendices.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will plan for them to come into the school or have a telephone conversation.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content.

Parental right to request their child be excused from sex education (3) :

*All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)*

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until 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.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

<sup>3</sup>The information above is based on the Relationships, RSE and Health Education guidance that became statutory from September 2020.

#### Working With Visitors and External Agencies:

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)

From time-to-time John Mason School may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include School Health Nurses, Charity workers in the PHSE field, Mental Health specialists – for example CAMHS.

A teacher will always be present throughout these lessons so as to build on the student's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that the visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to a child.

#### Safeguarding and Child Protection:

*At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)*

John Mason School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.



We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Whilst John Mason School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of Ground Rules, where rights respecting ground rules are created with students on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and sensitive teaching techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body/Trust:

The governance board of John Mason School adopted this policy on.....It will review the policy in..... years.

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

Appendix 1: (Updated September 2023): Sex Education is highlighted in red

YEAR 7 OVERVIEW		
Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	<b>Transition and safety</b> Transition to secondary school. Self Efficacy and stress management.	<ul style="list-style-type: none"> <li>● how to manage the challenges of moving to a new school</li> <li>● how to establish and manage friendships</li> <li>● how to identify, express and manage their emotions in a constructive way</li> <li>● how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>● how to balance ambition and unrealistic expectations</li> <li>● about the nature, causes and effects of stress</li> <li>● stress management strategies, including maintaining healthy sleep habits</li> </ul>
Autumn 2 Relationships	<b>Diversity</b> Diversity, prejudice, and bullying	<ul style="list-style-type: none"> <li>● about living in a diverse society</li> <li>● about identity, rights and responsibilities</li> <li>● how to challenge prejudice, stereotypes and discrimination</li> <li>● the signs and effects of all types of bullying, including online</li> <li>● how to respond to bullying of any kind, including online</li> <li>● how to support others</li> <li>● how to manage the judgement of others and challenge stereotyping</li> <li>● how to maintain a healthy self-concept</li> </ul>
Spring 1 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	<ul style="list-style-type: none"> <li>● about online communication</li> <li>● about age restrictions when accessing different forms of media</li> <li>● how to recognise biased or misleading information online</li> <li>● how to critically assess different media sources</li> <li>● how to use social networking sites safely</li> <li>● how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>● how to respond and seek support in cases of online grooming</li> </ul>

		<ul style="list-style-type: none"> <li>● how to distinguish between content which is publicly and privately shared</li> <li>● about positive and safe ways to create content online and the opportunities this offers</li> <li>● how to balance time online</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Health and puberty</b> Healthy routines Influences on health Puberty Unwanted contact FGM	<ul style="list-style-type: none"> <li>● how to manage physical and emotional changes during puberty</li> <li>● how to make healthy lifestyle choices including diet, physical activity and sleep</li> <li>● about personal hygiene</li> <li>● Periods - What are they? - physical and emotional impact on those who have them.</li> <li>● how to recognise and respond to inappropriate and unwanted contact</li> <li>● about FGM and how to access help and support</li> </ul>
<b>Summer 1</b> Relationships	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<ul style="list-style-type: none"> <li>● about qualities and behaviours relating to different types of positive relationships</li> <li>● how to recognise unhealthy relationships</li> <li>● how to evaluate expectations for romantic relationships</li> <li>● about consent, and how to seek and assertively communicate consent</li> <li>● how to develop self-worth and evaluation of self-efficacy since learning about it in term 1.</li> <li>● how to recognise and challenge media stereotypes surrounding relationships.</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	<ul style="list-style-type: none"> <li>● about saving, spending and budgeting</li> <li>● about ethical and unethical business practices and consumerism</li> <li>● how to make safe financial choices</li> <li>● how to protect financial security online</li> <li>● how to manage risk-taking behaviour</li> <li>● how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>

## YEAR 8 OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b>  Health & wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> <li>● about the relationship between habit and dependence</li> <li>● about the over-consumption of energy drinks</li> <li>● about medicinal and recreational drugs</li> <li>● how to use over the counter and prescription medications safely</li> <li>● how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>● how to manage influences in relation to substance use</li> <li>● how to recognise and promote positive social norms and attitudes</li> </ul>
<b>Autumn 2</b>  Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<ul style="list-style-type: none"> <li>● the qualities of positive, healthy relationships</li> <li>● how to demonstrate positive behaviours in healthy relationships</li> <li>● about forming new partnerships and developing relationships</li> <li>● about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>● about the law in relation to consent</li> <li>● that the legal and moral duty is with the seeker of consent</li> <li>● how to effectively communicate about consent in relationships</li> <li>● about basic forms of contraception, e.g. condom and pill (Light touch on this as it is covered on Keeping safe day)</li> <li>● about gender identity and sexual orientation</li> </ul>

<p><b>Spring 1</b></p> <p>Living in the Wider World</p>	<p><b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<ul style="list-style-type: none"> <li>● about employment, self-employment and voluntary work</li> <li>● about equality of opportunity in life and work</li> <li>● how to challenge stereotypes and discrimination in relation to work and pay</li> <li>● how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<p><b>Spring 2</b></p> <p>Health &amp; wellbeing</p>	<p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies</p>	<ul style="list-style-type: none"> <li>● about attitudes towards mental health</li> <li>● how to challenge myths and stigma</li> <li>● about daily wellbeing</li> <li>● how to manage emotions</li> <li>● how to develop digital resilience</li> <li>● about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>● about healthy coping strategies</li> </ul>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<ul style="list-style-type: none"> <li>● about gender identity, transphobia and gender-based discrimination. How to recognise and challenge homophobia and biphobia</li> <li>● how to recognise and challenge racism and religious discrimination</li> <li>● about group-think and persuasion</li> <li>● how to manage influences on beliefs and decisions</li> <li>● how to develop self-worth and confidence</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Setting goals</b></p>	<ul style="list-style-type: none"> <li>● about GCSE and post-16 options</li> </ul>

	<p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<ul style="list-style-type: none"> <li>● about transferable skills, abilities and interests</li> <li>● how to demonstrate strengths</li> <li>● about different types of employment and career pathways</li> <li>● how to manage feelings relating to future employment</li> <li>● skills for decision making</li> <li>● how to work towards aspirations and set meaningful, realistic goals for the future</li> </ul>
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YEAR 9 OVERVIEW		
Half term	Topic	In this unit of work, students learn...
<p><b>Autumn 1</b> Health &amp; wellbeing</p>	<p><b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<ul style="list-style-type: none"> <li>● how to distinguish between healthy and unhealthy friendships</li> <li>● about 'group think' and how it affects behaviour</li> <li>● how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>● <b>how to assess risk and manage influences, including online</b></li> <li>● to manage risk in relation to gangs (including County Lines)</li> <li>● about the legal and physical risks of carrying a knife</li> <li>● about positive social norms in relation to drug and alcohol use</li> <li>● about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>

<b>Autumn 2</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<ul style="list-style-type: none"> <li>● about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>● about myths and misconceptions relating to consent</li> <li>● about the continuous right to withdraw consent and capacity to consent</li> <li>● about STIs, effective use of condoms and negotiating safer sex</li> <li>● about the consequences of unprotected sex, including pregnancy</li> <li>● how the portrayal of relationships in the media and pornography might affect expectations</li> <li>● how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>● how to secure personal information online</li> </ul>
<b>Spring 1</b> Living in the Wider World	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<ul style="list-style-type: none"> <li>● about a broad range of careers and the abilities and qualities required for different careers</li> <li>● about the link between values and career choices</li> <li>● about equality of opportunity</li> <li>● how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>● how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> </ul>

<p><b>Spring 2</b></p> <p>Health and Wellbeing</p>	<p><b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<ul style="list-style-type: none"> <li>● about the relationship between physical and mental health</li> <li>● about balancing work, leisure, exercise and sleep</li> <li>● NHS 5 ways to wellbeing</li> <li>● how to make informed healthy eating choices</li> <li>● how to manage influences on body image</li> <li>● to make independent health choices</li> <li>● to take increased responsibility for physical health, including understanding how and which health services to engage with for particular issues: Vaccination, sexual health, NHS 111, Emergency 999, GP</li> </ul>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> <li>● about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>● about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>● about conflict and its causes in different contexts, e.g. with family and friends <ul style="list-style-type: none"> <li>● conflict resolution strategies</li> </ul> </li> <li>● how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>● how to access support services</li> </ul>
<p><b>Summer 2</b></p> <p>Living in the wider world</p>	<p><b>Work experience</b> Preparation for and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> <li>● how to evaluate strengths and interests in relation to career development</li> <li>● about opportunities in learning and work</li> <li>● strategies for overcoming challenges or adversity</li> <li>● about responsibilities in the workplace</li> <li>● how to manage practical problems and health and safety</li> <li>● how to maintain a positive personal presence online <ul style="list-style-type: none"> <li>● how to evaluate and build on the learning from work experience</li> </ul> </li> <li>● Applying for work experience.</li> </ul>



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<b>YEAR 10 OVERVIEW</b>
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Half Term	Topic	In this unit of work, students learn...
<b>Autumn 1</b>  Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<ul style="list-style-type: none"> <li>● how to reframe negative thinking</li> <li>● how to manage challenges during adolescence</li> <li>● strategies to promote mental health and emotional wellbeing</li> <li>● about the signs of emotional or mental ill-health</li> <li>● how to access support and treatment</li> <li>● about the portrayal of mental health in the media</li> <li>● how to challenge stigma, stereotypes and misinformation</li> </ul>
<b>Autumn 2</b>  Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>● about relationship values and the role of pleasure in relationships</li> <li>● about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>● about asexuality, abstinence and celibacy</li> <li>● about the opportunities and risks of forming and conducting relationships online</li> <li>● how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>● about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>● how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> </ul>

		<ul style="list-style-type: none"> <li>● how to recognise and challenge victim blaming</li> </ul>
<b>Spring 1</b> Living in the Wider World	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<ul style="list-style-type: none"> <li>● how to effectively budget and evaluate savings options</li> <li>● how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>● how data is generated, collected and shared, and the influence of targeted advertising</li> <li>● about the law and illegal financial activities, including fraud and cybercrime</li> <li>● how to manage risk in relation to financial activities</li> <li>● how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>● strategies for managing influences related to gambling, including online</li> <li>● about the relationship between gambling and debt</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>● about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>● how drugs and alcohol affect decision making</li> <li>● how to keep self and others safe in situations that involve substance use</li> <li>● how to seek help for substance use and addiction</li> <li>● about positive and negative role models</li> <li>● how to evaluate the influence of role models and become a positive role model for peers</li> </ul>

		<ul style="list-style-type: none"> <li>● about the media's impact on perceptions of gang culture</li> <li>● how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>● exit strategies for pressurised or dangerous situations</li> </ul>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> <li>● about communities, inclusion, respect and belonging</li> <li>● about the Equality Act, diversity and values</li> <li>● about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>● how to manage conflicting views and misleading information</li> <li>● how to safely challenge discrimination, including online</li> <li>● how to recognise and respond to extremism and radicalisation</li> </ul>
<p><b>Summer 2</b></p> <p>Living in the Wider World</p>	<p><b>Employability skills</b> Employability and online presence</p>	<ul style="list-style-type: none"> <li>● skills for enterprise and employability</li> <li>● habits and strategies to support progress</li> <li>● how to manage their 'personal brand' online</li> <li>● about young people's employment rights and responsibilities</li> <li>● how to give and act upon constructive feedback</li> <li>● how to identify and access support for concerns relating to life online</li> </ul>

# YEAR 11 OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<ul style="list-style-type: none"> <li>● how to balance ambition and unrealistic expectations</li> <li>● how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>● about the nature, causes and effects of stress                             <ul style="list-style-type: none"> <li>● stress management strategies, including maintaining healthy sleep habits</li> </ul> </li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<ul style="list-style-type: none"> <li>● how to use feedback constructively when planning for the future</li> <li>● how to set and achieve SMART targets</li> <li>● effective revision techniques and strategies</li> <li>● about options post-16 and career pathways</li> <li>● about application processes, including writing CVs, personal statements and interview technique</li> <li>● how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>● about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>● how to manage work/life balance</li> </ul>
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> <li>● about core values and emotions</li> <li>● about gender identity, gender expression and sexual orientation</li> <li>● how to communicate assertively</li> <li>● how to communicate wants and needs</li> <li>● how to handle unwanted attention, including online</li> <li>● how to challenge harassment and stalking, including online</li> <li>● about various forms of relationship abuse</li> </ul>

		<ul style="list-style-type: none"> <li>● about unhealthy, exploitative and abusive relationships</li> <li>● how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Independence</b> Responsible health choices, and safety in independent contexts	<ul style="list-style-type: none"> <li>● about the links between lifestyle and some cancers</li> <li>● about the importance of screening - Cervical smears, prostate testing.</li> <li>● about vaccinations and immunisations</li> <li>● about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>● how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>● about blood, organ and stem cell donation</li> </ul>
<b>Summer 1</b> Relationships	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<ul style="list-style-type: none"> <li>● about different types of families and changing family structures</li> <li>● how to evaluate readiness for parenthood and positive parenting qualities</li> <li>● about fertility, including how it varies and changes</li> <li>● about pregnancy, birth and miscarriage</li> <li>● about unplanned pregnancy options, including abortion</li> <li>● about adoption and fostering</li> <li>● about 'honour based' violence and forced marriage and how to safely access support</li> </ul>

Students will also have 'snapshot' Personal Development sessions during tutor time throughout the year. Details of the learning can be found below.

<b>British Values (All years)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"><li>• What are the Fundamental British Values?</li><li>• What does each value mean?</li><li>• What are the reasons for the British Values?</li><li>• What could happen if these values weren't in place?</li><li>• UK democracy including current information on political parties.</li><li>• UK Judicial system.</li><li>• Tolerance and respect and real life instances where this is important.</li><li>• Link back to school values.</li></ul>
<b>Preparation for work experience (Year 9)</b>	<b>3 sessions:</b> <ul style="list-style-type: none"><li>• What is work experience?</li><li>• The benefits of work experience.</li><li>• Where should I go for my work experience?</li><li>• The various ways of applying for work experience with examples.</li></ul>
<b>First Aid (Year 7)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"><li>• What is First Aid?</li><li>• Potential first aid situations - hazards.</li><li>• What to do if a situation requires more than 'first aid' (Get help, safety in numbers, look after your own safety)</li><li>• How to deal with alerting for help - including making a 999 call.</li><li>• Recovery position.</li><li>• Nose bleeds.</li><li>• Minor cuts &amp; Grazes.</li></ul>

	<ul style="list-style-type: none"> <li>• Burns and Scalds.</li> <li>• Sprains.</li> </ul>
<b>First Aid (Yr 8&amp;9)</b>	<p><b>3 sessions:</b></p> <ul style="list-style-type: none"> <li>• Ensuring safety of self in all situations. Assess danger.</li> <li>• How to alert for help including a 999 call.</li> <li>• Instructing people assertively and delegating roles.</li> <li>• Recovery position (what is it? when is it required? How? - this should require a practical session.</li> <li>• Situations which may require CPR.</li> <li>• CPR - ABC</li> </ul>
<b>First Aid and Personal safety (Years 10 &amp; 11)</b>	<p><b>3 sessions:</b></p> <ul style="list-style-type: none"> <li>• Summary of basic first aid, hazards, seeking help.</li> <li>• Summary of recovery position and CPR ABC.</li> <li>• Personal safety including:</li> <li>• Sun safety</li> <li>• Safety in numbers and looking after each other in situations as students get older. (Alcohol/drugs incidents, walking home from parties alone)</li> <li>• Personal safety good practice - ie telling people where you're going. Safe words with parents. Being aware when walking alone (no headphones etc)</li> <li>• Testicular and breast health - checking.</li> </ul>
<b>Safety (All years)</b>	<p><b>3 sessions:</b></p> <ul style="list-style-type: none"> <li>• Water - Good practice when around water. Currents, what does drowning look like?</li> <li>• Rail - Safety not just around the tracks but in the vicinity.</li> <li>• Road - as a pedestrian and cyclist.</li> </ul>

<p><b>Misogyny and microaggressions</b> (Year 8)</p>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>● What is a microaggression?</li> <li>● Examples in real life.</li> <li>● The impact of microaggressions.</li> <li>● What is misogyny?</li> <li>● Examples in life, including micro aggressions.</li> <li>● Impact of misogyny.</li> <li>● Misogyny and the law - including in the workplace.</li> <li>● What is feminism? - destigmatising true feminism ie, not 'man hating'. Men can be feminists.</li> </ul>
<p><b>Sustainability</b> (Year 9)</p>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>● What does sustainability mean?</li> <li>● Why do we need to be more sustainable? What are the issues we face?</li> <li>● The impact of industry and consumerism</li> <li>● 6 R's</li> <li>● How can we be more sustainable?</li> <li>● Marginal gains (we can all help with small changes)</li> </ul>
<p><b>Study Skills (KS3)</b></p>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>● Being prepared - The importance of coming to school with the correct equipment. (What to do in financial difficulty - speak to tutor).</li> <li>● What to do when stuck - destigmatising finding things difficult.</li> <li>● Growth mindset - it's ok to make mistakes.</li> <li>● Metacognition - how to find answers/be resourceful when stuck.</li> <li>● Writing information in your own words and extrapolating the relevant info (not just printing off wikipedia).</li> </ul>



<b>Study Skills (KS4)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>● Being prepared - the importance of coming to school with correct equipment (What to do in financial difficulty)</li> <li>● Note taking skills.</li> <li>● What to do when stuck or not understanding.</li> <li>● What to do when an exam goes badly - ie focus on the areas you need help with.</li> <li>● How to revise effectively - A lot of the most common ways students revise aren't actually helpful.</li> <li>● Revision timetables and prioritising revision.</li> <li>● Wellbeing - regular breaks and getting out.</li> </ul>
<b>Dental Health &amp; Hygiene</b> (Year 7)	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>● What does dental health cover? ie gums, mouth health.</li> <li>● Summarise the structure of teeth and gums.</li> <li>● How does dental health work in the UK - NHS or private.</li> <li>● What is a hygienist?</li> <li>● Dental health issues and diseases.</li> <li>● Dental health procedures - fillings, root canal etc</li> <li>● What should we do to ensure good dental health.</li> <li>● What should we avoid which could lead to poor dental health.</li> </ul>
<b>SEND</b> (All years)	<b>3 Sessions (or more if needed)</b> ASC: <ul style="list-style-type: none"> <li>● What is ASC?</li> <li>● How might people who have ASC present?</li> <li>● The challenges people with ASC face.</li> <li>● What should we be doing to support?</li> </ul> Tourettes: <ul style="list-style-type: none"> <li>● What is Tourettes?</li> <li>● How might people who have ASC present?</li> <li>● The challenges people with ASC face.</li> <li>● What should we be doing to support?</li> </ul> EAL: <ul style="list-style-type: none"> <li>● What is EAL?</li> </ul>

	<ul style="list-style-type: none"> <li>• The many reasons a student might have moved here from another country.</li> <li>• How might students with EAL behave?</li> <li>• What are the challenges they face?</li> <li>• What should we be doing to support them?</li> </ul>
<b>The Media - Should we believe it?</b> (Year 8 & 9)	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• What are the various types of media?</li> <li>• The many reasons we should be cautious when taking information from the media.</li> <li>• Media devices and misinformation (inflammatory headlines for example)</li> <li>• Politics and money driving media narratives.</li> <li>• Examples of when the media have driven world events.</li> <li>• Social media - do people project their real lives or just the best bits? Keeping things in perspective.</li> </ul>
<b>Bereavement and loss</b>	TBC – Working in partnership with a bereavement charity.

Sex Education is highlighted in red.

## Appendix 2

From the National Curriculum for Science KS3:

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Online Safety Curriculum - Computing.

Curriculum Subject	Aspect of Online Safety Covered	Impact (if known, e.g, number of incidents)	Year Group
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Computing	Cyberbullying, <b>Sexting, Grooming</b>		7
Computing	Social Engineering		8
Computing	Malware, Brute Force, Dos & DDos attacks.		9