Relationships, Sex & Health Education Policy

September 2020

Published date: September 2020	Next review deadline: September 2021	Statutory	Executive Lead at ATT: Amy Bills

Associated Documents & Links to:	
Safeguarding and Child Protection Policy **Behaviour Policy** **Whistleblowing policy** **Data protection policy** **E-safety policy** **Anti-Bullying policy**	**Statutory DfE guidance:** https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education **PHSE, Science, ICT Curriculum** **Visitors Policy**

Our context

Westbourne Academy is slightly larger than the average secondary school. Westbourne Academy converted to become an academy on 1 February 2013 and became part of the Academy Transformation Trust in April 2013. A small number of pupils access education off-site through the Suffolk Online programme or at the pupil referral units at Westbridge, Hampden House and Parkside. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. The majority of pupils are of White British heritage. There are an increasing number of pupils who join the school, often partway through the year, who speak English as an additional language. The proportion of disadvantaged pupils supported by the pupil premium, at around one third of the cohort, is above the national average.

Our Vision

We have one core purpose:
To have the biggest positive impact in the varied communities we serve through ensuring inclusive and effective education for our Westbourne learners.

How do we ensure this across our trust?
In all we do we are:
1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?
Education
We are:
1. Ruthlessly ambitious for all who learn and work with us

2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Contents

Appendix 1: Curriculum map by year group

Appendix 2: By the end of secondary school pupils should know

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships including helping pupils to create healthy, nurturing relationships of all kinds.

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

3. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per s.34 Children and Social Work Act (2017.)

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in s.403 Education Act (1996).

At Westbourne we teach RSE as set out in this policy.

4. Policy development

This policy has been developed and will be reviewed with all stakeholders, including consultation with staff, pupils and parents and community leaders. Due to COVID-19, consultation has not been as full as we would like. Therefore, during the Autumn term, we intend to consult fully with all stakeholders to clarify this policy. This will involve The consultation and policy development process involved the following steps:

1. Review – the PSHE Lead and Assistant Principal 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 through Microsoft Forms in July 2020

3. Parent/stakeholder consultation – parents and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically at (RSEdraft@westbourne.attrust.org.uk by 17th July 2020 and invited to attend a meeting about the policy in September 2020.

4. Pupil consultation – we investigated what exactly pupils want from their RSE by conducting a review of the subject. This provided a view on what they feel they have learnt, and what

they feel they would like greater understanding of in the future. The content of what is taught is not part of the consultation; it is required.

5. Pupil reflection – we will ask pupils for feedback on the RSE units once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by completing regular student questionnaires through Microsoft Forms.

6. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.

RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.

RSE is NOT about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with support from a Local Authority advisor, parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting pupils to a safe and reliable sources of information such as Brook or School Nursing teams where appropriate.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic education part of the curriculum which we refer to as enrichment lessons. Biological aspects of RSE are taught within the science curriculum at Key stage 3 and is then reinforced through GCSE science lessons. Other aspects are included in religious studies.

SEN, EAL and other vulnerable students that need more support will form their own specific targeted groups. They will also receive stand-alone sex education sessions delivered by trained professionals.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. AT Westbourne we appreciate that families

can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
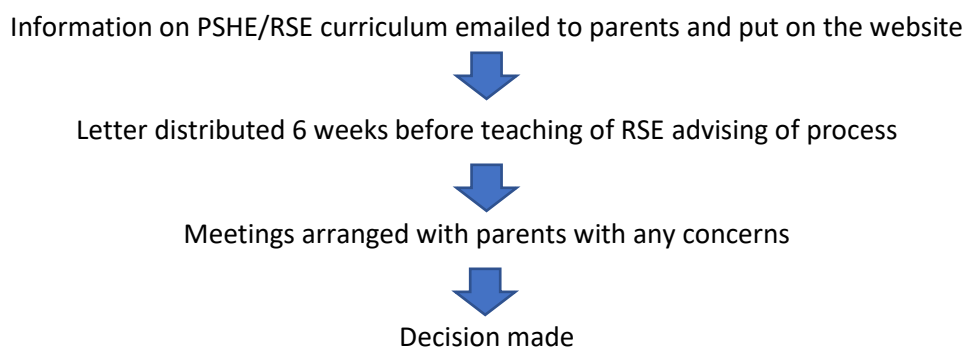
8. Roles and responsibilities

The local governing committee (LAC)

The LAC will approve the RSE policy and hold the Principal to account for its implementation.

The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

Our process for this is as follows:

Information on PSHE/RSE curriculum emailed to parents and put on the website

Letter distributed 6 weeks before teaching of RSE advising of process

Meetings arranged with parents with any concerns

Decision made

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Supporting the review and reflection process for pupil feedback after taught strands.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Make pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

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 Principal.

Staff Name	Job Title	Aspect of RSE

Richard Hawkes	Assistant Principal	PSHE School lead
Paul Strutt	Team Leader PSHE	Training, monitoring RSE, parental liaison
Andy Smith	Assistant Principal	PSHE
Cathy Cook	Assistant Principal	PSHE
Danny Payne	Teacher/Head of House	PSHE
Amy Butler	Teacher	PSHE
Beth Hewlett	Teacher	PSHE
Ben Myers	Teacher	PSHE
Emma Ingate	Teacher	PSHE
Sylwia Mazur	Teacher	PSHE
Jeremy Farinos	Teacher	PSHE
Maria Graziani	Teacher/EAL Coordinator	PSHE
Gary Russell	Teacher	PSHE/Science
Jill Brattan	Teacher	PSHE/Science
Helen Feakes	Teacher	Science
Heather McCollin	Teacher	Science
Jorge Pashler	Teacher	Science
Lucy Sharpe	Teacher	Science
Tom Wilmot	Teacher	Science
Tim Yeo	Teacher	Science

Jamie Clarke	Team Leader Religious studies	Religious studies
Alison Brown	Team Leader Technology	IT

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

Pupils with an additional need including pupils with SEND and EAL

We aim to ensure that the curriculum is accessible for all students and are mindful that this is particularly the case for students with special educational needs and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND pupils to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law. As part of this, we will work with the school SENCO, family and the pupil.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (not relationship education) up to and **until 3 terms before the child turns 16**. After this point, if the child wishes to receive sex education rather than being withdrawn, the academy is required by law to arrange this. Sex Education is defined as being content such as "Intimate and sexual relationships, including sexual health" and "pornography" (noted under Online and Media) in a PSHE/RSHE classroom environment

Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the Science National Curriculum.

Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Principal. Wherever possible, a meeting will take place between a representative of the academy and family to address any concerns raised.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal and PSHE leads will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.   The Principal has the final say in managing requests to withdraw from RSE lessons.

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

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar as a half-termly meeting.

The Principal 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 in line with the academy's Visitors Policy.

Opportunities shall be sought to further develop the knowledge and understanding of those teaching PSHE through the local RSE network, PSHE Association and other external CPD providers as appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead and PSHE Team Leader through:

- Learning walks,
- Work scrutiny
- Quality assurance etc.

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

This policy will be reviewed by the PSHE Lead bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the LAC.

	Week	Week Number	M	T	W	T	F	Scheme of work overview:	
								Year 7 PSHE	
									GLH
August	31/08/2020								
September	7/09/2020	1						Year 7 PSHE Introduction 15mins max – Start lesson 2	**1**
	14/09/2020	2						Back to school after Covid-19	**2**
	21/09/2020	1						Organisation at Westbourne and using technology to improve	**3**
	28/9/2020	2						Organising friendship groups /qualities of a good friend	**4**
October	5/10/2020	1						Managing relationships /conflict	**5**
	12/10/2020	1						Team building activity – organise an event	**6**
	19/10/2020	1						The modern day family	**7**
	26/10/2020								
November	2/11/2020	2 CCO						Introducing mental health	**8**
	9/11/2020	1 CCO						Coping with grief	**9**
	16/11/2020	2						Mental health – positive steps	**10**
	23/11/2020	1						Sex education – How our bodies change	**11**
	30/11/2020	2						Sex education – Healthy adult relationships	**12**
December	7/12/2020	1						Revision /End of term test /Reflection	**13**
	14/12/2020	2						Quiz of the year or catch up opportunity	**14**
	23/12/2020								
	31/12/2020								
January	4/01/2021	1						What are acts of kindness? What does kindness look like?	**15**
	11/01/2021	2						British values and the rule of law	**16**
	18/01/2021	1						British values – freedom of faith	**17**
	25/01/2021	2						Kindness and values at Westbourne	**18**
February	1/02/2021	1						Constructive feedback	**19**
	8/02/2021	2						Oracy /What do we mean by effective communication?	**20**
	15/02/2021								
	22/02/2021	1						Improving my own communication skills	**21**
March	1/03/2021	2						Communicating in learning	**22**
	8/03/2021	1						It's ok to proof-read	**23**
	15/03/2021	2						Youth parliament – Getting young voices out there*	**24**
	22/03/2021	1						Revision /End of term test /Reflection	**25**
	29/03/2021								
April	5/04/2021								
	12/04/2021	2						Coping with change	**26**
	19/04/2021	1						What is resilience?	**27**
	26/04/2021	2						How can I be more resilient?	**28**
May	3/05/2021	1						Knife crime	**29**
	10/05/2021	2						How do I react when things go wrong?	**30**
	17/05/2021	1						What is taking the initiative?	**31**
	24/05/2021	2						What is leadership and why is it important?	**32**
	31/05/2021								
June	7/06/2021	1						Good and bad leaders	**33**
	14/06/2021	2						Democracy	**34**
	21/06/2021	1						Who am I as a leader?	**35**
	28/06/2021	2						Road safety	**36**
July	5/07/2021	1						Revision /End of term test /Reflection and Review of the year	**37**
	12/07/2021	2						Summer safety	**38**
	19/07/2021	1							

Colour	Key
	Organisation
	Wellbeing, mental health and e-safety
	Kindness and values
	Communication
	Resilience and initiative
	Leadership
	Living without harm
	Assessment

Academy Transformation Trust

	Week	Week Number	M	T	W	T	F	Scheme of work overview:	
								Year 8 PSHE	
									GLH
August	31/08/2020								
September	7/09/2020	1						Introducing PSHE 15mins /Start lesson 2	1
	14/09/2020	2						Back to school after Covid-19	2
	21/09/2020	1						Leadership styles	3
	28/9/2020	2						Micro leadership	4
October	5/10/2020	1						Gang life and the consequences	5
	12/10/2020	2						Cyberstalking, online bullying and trolling	6
	19/10/2020	1						Social Media	7
	26/10/2020								
November	2/11/2020	2						Gaming addiction	8
	9/11/2020	1						Body image	9
	16/11/2020	2						Sex education – Same sex couples	10
	23/11/2020	1						Sex education – Myths and facts	11
	30/11/2020	2						Sex education – A basic guide to contraception	12
December	7/12/2020	1						Revision /end of term test /reflection	13
	14/12/2020	2						Quiz of the year or a catch up opportunity	14
	21/12/2020								
	28/12/2020								
January	4/01/2021	1 AOX						Introduction to debating	15
	11/01/2021	2 AOX						Using debating skills to improve my work	16
	18/01/2021	1						British values – The criminal justice system	17
	25/01/2021	2						British values – Tolerance	18
February	1/02/2021	1						Jesy Nelson – Odd one out part 1	19
	8/02/2021	2						Jesy Nelson – Odd one out part 2	20
	15/02/2021								
	22/02/2021	1						Growth mindset	21
March	1/03/2021	2						Evaluate my strengths and weaknesses	22
	8/03/2021	1						Maximising output	23
	15/03/2021	2						Problem solving	24
	22/03/2021	1						Revision /end of term test /reflection	25
	29/03/2021								
April	5/04/2021								
	12/04/2021	2						Poverty – relative and absolute*	26
	19/04/2021	1						Poverty – Maps and shopping*	27
	26/04/2021	2						An introduction to money*	28
May	3/05/2021	1						Human rights*	29
	10/05/2021	2						The benefits of healthy eating	30
	17/05/2021	1						Confidence and achievement*	31
	24/05/2021	2						The importance of sleep and routines*	32
	31/05/2021								
June	7/06/2021	1						Personal safety – basic first aid	33
	14/06/2021	2						First aid - CPR	34
	21/06/2021	1						Reducing our carbon footprint	35
	28/06/2021	2						Emotional literacy – Self-awareness and sensitivity	36
July	5/07/2021	1						Revision /end of term test /reflection and review of the year	37
	12/07/2021	2						Staying safe for the summer	38
	19/07/2021	1							

Colour	Key
	Organisation
	Wellbeing, mental health and e-safety
	Kindness and values
	Communication
	Resilience and initiative
	Leadership
	Living without harm
	Assessment

Academy Transformation Trust

	Week	Week Number	M	T	W	T	F	Scheme of work overview: Year 9 PSHE	GLH
August	31/08/2020								
September	7/09/2020	1						Year 9 PSHE Introduction 30mins max – Start lesson 2	1
	14/09/2020	2						Back to school after Covid-19	2
	21/09/2020	1						Respect for each other	3
	28/9/2020	2						Open characters	4
October	5/10/2020	1						Closed characters and the importance of seeing the human first	5
	12/10/2020	2						Controlling Anger	6
	19/10/2020	1						The importance of sleep and routines*	7
	26/10/2020								
November	2/11/2020	2						Evaluate my strengths and weaknesses	8
	9/11/2020	1						Maximising output	9
	16/11/2020	2						Problem solving	10
	23/11/2020	1						Poverty – relative and absolute*	11
	30/11/2020	2						Poverty – Maps and shopping*	12
December	7/12/2020	1						Revision /End of term test /Reflection	13
	14/12/2020	2						Quiz of the year or a catch up opportunity	14
	21/12/2020								
	28/12/2020								
January	4/01/2021	1						British values – What it means to be British	15
	11/01/2021	2						Different types of work	16
	18/01/2021	1						The world of work	17
	25/01/2021	2						Further education – Life after school	18
February	1/02/2021	1						Career Options– Exploring Kudos, career finding programme	19
	8/02/2021	2						Careers Options – Developing Kudos – researching possible careers	20
	15/02/2021								
	22/02/2021	1						Careers - Work related skills part 1 of 2	21
March	1/03/2021	2						Careers - Work related skills part 2 of 2	22
	8/03/2021	1						Dealing with pressures to have sex	23
	15/03/2021	2						Contraception and unplanned pregnancy	24
	22/03/2021	1						Revision /End of term test /Reflection	25
	29/03/2021								
April	5/04/2021								
	12/04/2021	2						Reducing our carbon footprint*	26
	19/04/2021	1						Emotional literacy – Self-awareness and sensitivity *	27
	26/04/2021	2						Crime and punishment	28
May	3/05/2021	1						The role of the police and a how a court of law works	29
	10/05/2021	2						Knife crime	30
	17/05/2021	1						Personal safety – basic first aid*	31
	24/05/2021	2						First aid – CPR*	32
	31/05/2021								
June	8/06/2021	1							33
	15/06/2021	2						Lifestyle choices – drugs and alcohol	34
	22/06/2021	1							35
	29/06/2021	2							36
July	6/07/2021	1						Revision /End of term test /Reflection and Review of the year	37
	13/07/2021	2						Staying safe for the summer	38
	20/07/2021	1							

Colour	Key
	Organisation
	Wellbeing, mental health and e-safety
	Kindness and values
	Communication
	Resilience and initiative
	Leadership
	Living without harm
	Assessment

	Week	Week Number	M	T	W	T	F	Year 10 PSHE		GLH
August	31/08/2020									
September	7/09/2020	1						Back to school after Covid-19		1
	14/09/2020	2						Introduction to citizenship		2
	21/09/2020	1						Rights and responsibilities		3
	28/9/2020	2						Introduction to parliament		4
October	5/10/2020	1						UK political system		5
	12/10/2020	2						UK economy		6
	19/10/2020	1						Personal finance		7
	26/10/2020									
November	2/11/2020	2						Tax		8
	9/11/2020	1						How the economy works		9
	16/11/2020	2						Personal finance and the economy		10
	23/11/2020	1						Inflation and interest		11
	30/11/2020	2						Foreign exchange		12
December	7/12/2020	1						How to vote		13
	14/12/2020	2						UK economy assessment		14
	21/12/2020									
	28/12/2020									
January	4/01/2021	1						Finance test /catch up opportunity		15
	11/01/2021	2						Online safety		1
	18/01/2021	1						Understanding and managing risk		2
	25/01/2021	2						Mental health – Self esteem		3
February	1/02/2021	1						Mental health – Resilience		4
	8/02/2021	2						Mental health – Body image and eating disorders		5
	15/02/2021									
	22/02/2021	1						Brexit		6
March	1/03/2021	2						The structure of a debate		7
	8/03/2021	1						Using debate to improve school work		8
	15/03/2021	2						How to write a newspaper article		9
	22/03/2021	1						Contraception – **Cath or Danny only**		10
	29/03/2021									
April	5/04/2021									
	12/04/2021	2						Parenthood and teenage pregnancies		11
	19/04/2021	1						STIs		12
	26/04/2021	2						Accessing support for sexual health concerns		13
May	3/05/2021	1						FGM		14
	10/05/2021	2 **Cath**						**CSE assembly for all year 10 X 1Thu:2 Y 1Thu:3 Main Hall**		15
	17/05/2021	1						Sexting		16
	24/05/2021	2						Mental health – Self esteem		17
	31/05/2021									
June	7/06/2021	1						Mental health – Resilience		18
	14/06/2021	2						Mental health – Body image and eating disorders		19
	21/06/2021	1						Knife crime		20
	28/06/2021	2						Life style choices - drugs		21
July	5/07/2021	1						Life style choices - alcohol		22
	12/07/2021	2						End of year 10 PSHE review		23
	19/07/2021									

Colour	Key
	GCSE Finance, individual rights and responsibilities
	Wellbeing, mental health and e-safety
	Living without harm
	Careers
	Resilience and initiative
	Leadership
	Democracy
	Communication

	Week	Week Number	M	T	W	T	F	Scheme of work overview:	GLH
								Year 11 PSHE	
									GLH
August	31/08/2020								
September	7/09/2020	1						Back to school after Covid-19	**1**
	14/09/2020	2						Starting a CV	**2**
	21/09/2020	1						Developing a CV	**3**
	28/9/2020	2						Cover letters and application forms	**4**
October	5/10/2020	1						Mobile phones and sleep	**5**
	12/10/2020	2						Unhealthy relationships	**6**
	19/10/2020	1						Grooming	**7**
	26/10/2020								
November	2/11/2020	2						How to revise part 1	**8**
	9/11/2020	1						How to revise part 2	**9**
	16/11/2020	2						British values – rule of law	**10**
	23/11/2020	1						Accommodation choices – part 1 Home owner	**11**
	30/11/2020	2						Accommodation choices – part 2 Private rent	**12**
December	7/12/2020	1						Accommodation choices – part 3 Council rent	**13**
	14/12/2020	2 PSU						Tattoos and Piercings	**14**
	21/12/2020								
	28/12/2020								
January	4/01/2021	1						Jesy Nelson documentary – Odd one out part 1	**15**
	11/01/2021	2						Jesy Nelson documentary – Odd one out part 2	**16**
	18/01/2021	1						Plans beyond school - Applying to University or College	**17**
	25/01/2021	2						Personal safety – basic first aid	**18**
February	1/02/2021	1						First aid - CPR	**19**
	8/02/2021	2						Revision /Coursework or a catch up lesson	**20**
	15/02/2021								
	22/02/2021	1						Radicalisation – The Manchester terrorist attack	**21**
March	1/03/2021	2						The effects of smoking and drugs during pregnancy	**22**
	8/03/2021	1						Sex education – what makes good sex?	**23**
	15/03/2021	2						Sex education – revenge porn	**24**
	22/03/2021	1						Sex education – stalking and harassment	**25**
	29/03/2021								**26**
April	5/04/2021								
	12/04/2021	2 PSU						The consequences of gang crime - London 2018	**26**
	19/04/2021	1						Mental health – Suicide	**27**
	26/04/2021	2						Reducing my carbon footprint	**28**
May	3/05/2021	1						Careers – Employability skills	**29**
	10/05/2021	2						Careers – Local entrepreneurs	**30**
	17/05/2021	1						Different types of government	**31**
	24/05/2021	2						Revision for exams	**32**
	31/05/2021								
June	7/06/2021	1						Revision for exams	**33**
	14/06/2021	2							
	21/06/2021	1							
	28/06/2021	2							
July	5/07/2021	1							
	12/07/2021	2							
	19/07/2021	2							

Colour	Key
	Organisation /Finance
	Wellbeing, mental health and e-safety
	Living without harm
	Careers
	Resilience and initiative
	Leadership /democracy
	Independent study
	Communication

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Topic	Pupils Should know
Mental Wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Physical Health, Fitness and Healthy Eating	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • The benefits of regular self-examination and screening (late secondary) • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

Topic	Pupils Should know
Basic First Aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed
Drugs Alcohol and Tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.