



Boroughbridge High School

Relationship and Sex Education Policy

Policy last reviewed	March 2024
Policy ratified by Governors	March 2024
Next Policy review due	March 2025
Due for review by Governors	March 2025
Staff Lead	Associate Assistant Head (Pupil Development & SENCO)

Significant Revisions Since Last Review

Revisions reflect the continuing statutory nature of Relationship and Sex Education
Staff Names updated

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This policy incorporates advice from the North Yorkshire County Council Guidance for schools on developing a Relationships and Sex education policy (Sept 2019) the DFE guidance on statutory Relationships Education, Relationships and Sex Education (RSE) and Health education 2019 and 2021 and meets the safe guarding responsibilities set out in the Keeping Children Safe in Education Guidance and the Equality Act 2010. It links to other related school policies including but not exclusively.

- Safeguarding
- Anti-bullying
- Online safety
- Inclusion
- Teaching and Learning
- Equalities Duty

1. Aims and Importance

Relationship and Sex education is one aspect of our Health Education Programme. The physical, intellectual, emotional and social needs of each child, at his or her current stage of development, will be the focus for learning. We aim to provide clear progression from what is taught in primary school in an age appropriate manner in order to enable students to lead happy and fulfilling lives when they leave school. Self-esteem, and respect for others are the cornerstones of good personal, social and health education, and therefore good relationship and sex education. Through our RSE, we support the personal and social development of pupils, so that they are able to gain accurate information, develop skills and form positive beliefs, values and attitudes. This will enable them to enjoy positive relationships that are based on mutual respect and responsibility, free from abuse.

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

- › 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
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Teach students to be safe both on and offline.
- › Enable them to take responsibility for their bodies, relationships, reproduction, sexual health and wellbeing

2. Statutory requirements

Relationships Education, Relationships and Sex Education and Health Education is statutory for all schools since September 2020. The Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019 and updated in September 2021. Some aspects of the RSE curriculum are covered by the statutory requirements of the Science curriculum and appendix 1 stands alongside this.

3. 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.

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

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with 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 they are fully informed and don't seek answers online. In planning the curriculum consideration is also given to the Biannual Growing Up in North Yorkshire Survey and local, national trends in data to ensure it is relevant and appropriate for all students. (see appendix 2)

For more information about our curriculum, see our curriculum maps in Appendix 1.

5. Delivery of RSE

RSE is taught within the personal, social, health, careers, citizenship and economic (PSCCHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). ICT lessons also cover some elements of keeping safe online. The whole school curriculum also supports the teaching of RSE and positive relationships with others.

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 Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). RSE and Health Education will be accessible for all pupils including those with SEND. For further details see appendix 2.

Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher 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 8).

5.3 The Associate Assistant Headteacher – Pupil Development

The Associate Assistant Headteacher is responsible for monitoring quality of the provision for RSE and the quality to the long-term programme of study Appendix 1 and 2). **The PSHCE Lead is responsible for developing, implementing and general oversight of the programme of study.** They are responsible for ensuring that staff are confident in delivering the subject and trained in areas of relevance. The programme will be evaluated on an annual basis and it will be kept up to date and relevant for all students.

5.4 Staff

Pupil Development Senior Leadership Contact – P Town

PSHCE Lead – T Kelly

Designated Safe Guarding Lead – T Godsell-Wright

Pastoral Staff/ Teaching Staff/ Outside agencies

Staff are responsible for:

- › Delivering RSE in a sensitive way where all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.
- › All points of view they may express during the course of teaching RSE are unbiased.
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Where appropriate directing pupils to seek advice and support from the appropriate agency or individual.
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE by referring them to the Headteacher.

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 headteacher.

Staff currently responsible for teaching RSE are:

R Grierson – PSHCCE Teacher (Year 7, 8,9 and 11)

D Gomersal PSHCCE Teacher (Year 11)

P Town PSHCCE Teacher (Year 10 & 11)

S Atkinson PSHCCE Teacher (Year 11)

J Wellock PSHCCE Teacher (Year 9)

T Kelly PSHCCE Teacher (Year 8 and 10)

J MacAdam PSHCCE Teacher (Year 9)

Safeguarding

SRE plays an important part in preventative education and the focus is on keeping children safe. The school views the classroom as an inappropriate place for public discussion of private matters that are specific to one person, and if such discussion arises, it will be discouraged.

Teachers in Boroughbridge High School have been advised to proceed with extreme caution before embarking upon private discussion of sexual behaviour with pupils.

In line with the document Keeping Children Safe in Education all staff are aware that they should inform the DSL if they have concerns about the safety of and pupils. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality.

5.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They must understand that Peer on Peer abuse and sexual harassment is not acceptable and will not be tolerated by the school. Any such incidents will be dealt with quickly and appropriately and recorded in line with school policy.

6. Parents' right to withdraw

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

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Complaints Procedures

If a parent should wish to make a complaint, they should follow the school's complaints procedures as outlined in the school's policy.

Parents have the right to view any resources that we use to teach RSE and should contact the PSHCE Lead if they wish to do so.

7. Training

Staff are supported on the delivery of RSE and directed to the most current resources approved by external agencies such as NHS England and the PSHE Association where ever possible.

The school 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 where ever possible.

8. Monitoring arrangements

The delivery of RSE is monitored by T Kelly (PSHCE Lead) and by the Senior Leadership Team and through the whole school quality assurance processes

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and end of unit learning questionnaires.

This policy will be reviewed by P Town (Associate Assistant Headteacher) At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 7	<ul style="list-style-type: none"> • I can recognise my personal strengths and areas for development and know how this affects my self-confidence and self esteem • I can explain how positive self-esteem and self-belief can support perseverance and resilience I have identified a trusted adult that I can talk to when I need help/ support both within and out of school • I recognise the qualities and behaviours I should expect and demonstrate in a wide variety of positive healthy relationships • I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/ via text, exploitation) and have the skills and strategies to manage being targeted or witnessing others being targeted • I am aware of unacceptable and acceptable physical contact and I am able to identify when someone may be putting pressure on me to do something I am not comfortable with. • I know the unacceptability of sexist, racist, homophobic, biphobic, transphobic and disablist language and behaviours, the need to challenge it and how to do so • I know where to get help if I or someone I know is being bullied (in any form) • I know how to identify and report hate crime • I understand that my body and emotions are going through changes and how I can manage those changes • I understand the terms associated with sex, gender identify and sexual orientation (lesbian, gay, bisexual or trans) and are aware of accepted terminology
	<ul style="list-style-type: none"> • I can explain the short and long-term impacts of both a healthy and unhealthy lifestyle choices • I can describe how to make healthy choices as part of a balanced lifestyle understanding why it is important to make positive choices about my physical and emotional health • I understand what resilience means and I have some strategies which I can apply when managing disappointments and setbacks in different situations • I can take responsibility for my own personal hygiene and oral health care and understand that my body is changing due to puberty. • I can explain the impact of the media / social media on people’s actions including body image and how this can affect how I feel about myself

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I can explain what the word 'risk' means to me now that I am in year 7 • I can differentiate between positive and negative risks • I can assess and manage the risks on my journey to/from school • I can state factual information about legal and illegal substances including alcohol, volatile substances, tobacco (including e-cigarettes), their effects, the law and explain the risks associated with their use • I am aware of the risks in the on-line world and I have ensured that I am protecting myself (e.g turning on privacy settings) • I understand what 'sexting' means and involves, the consequences of sexting including the laws on possession of images and where to get help if I experience sexting • I can recognise and manage different influences on my decision when others do something I don't want to do or put pressure on me to join in. • I have considered strategies to avoid negative pressures and influences • I know about a range of support services that can help me or others with a range of issues both in and out of school
Year 8	<ul style="list-style-type: none"> • I understand how my self-confidence and self-esteem can be affected by range of factors, such as family, friends and achievements • I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise • I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them, including asking for help • I understand the difference between assertive, aggressive and submissive behaviour • I know how to actively listen, negotiate and be assertive in a positive way

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school • I understand the expectations that having a boy/girlfriend might bring • I can recognise the qualities and features of a positive relationship and I am able to positively act upon the signs when a relationship is not healthy • I understand what is meant by sexual intercourse, the benefits of delaying sexual relationship and where to access further information on healthy relationships • I know the importance of protecting against infection and disease including by immunisation and vaccination • I can challenge assumptions about the behaviours of young people using social norms data so I am aware of how many people of my age actually use substances and engage in sexual relationships and have considered the personal, social and health consequences alongside the benefits of not smoking, drinking, using substances or starting sexual relationships • I have considered and discussed media influences on image and behaviours and understand that media portrayal of relationships may not reflect real life
	<ul style="list-style-type: none"> • I understand how my self-confidence and self-esteem can be affected by range of factors, such as family, friends, achievements and employment • I understand what makes a person mentally and emotionally well and the importance of balance between work, leisure and exercise • I recognise the signs and symptoms of stress and anxiety and have positive ways of dealing with them, including asking for help • I understand the difference between assertive, aggressive and submissive behaviour • I know how to actively listen, negotiate and be assertive in a positive way
Year 9	<ul style="list-style-type: none"> • I recognise my own core values and beliefs and can use these to influence my decisions and choices • I can recognise and respond positively to difference and diversity in my school and community • I can show empathy and understanding towards those who choose to live their lives in a different way • I have a range of strategies to manage a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I know that relationships can cause strong feelings and emotions including sexual attraction and I can successfully manage these feelings • I am aware of a range of different healthy relationships, including those within families, friendships and romantic and the factors that could make these unhealthy relationships (including age, gender, power and interests) • I know what consent means in relation to sexual intercourse and that being pressured, persuaded, coerced into something is not 'consent' • I am aware of the laws that protect my rights to withhold consent and keep me safe • I am aware of the benefits of delaying sexual intercourse and have rehearsed some strategies to help me • I am aware of the full range of contraception that can prevent unwanted pregnancy and STIs this includes where to access local sexual health services • I know that marriage is a commitment, entered into freely, never forced • I understand that some societies have arranged marriages and I am aware of a range of views of this practice
	<ul style="list-style-type: none"> • I know what constitutes a healthy lifestyle and its benefits and can assess the risks of some lifestyle choices e.g. over exercising, extreme dieting etc • I have increased understanding about resilience and have a range of strategies that I regularly use to ensure I look after my own emotional health • I am aware of some mental health issues that affect young people including eating disorders and self-harm and know where to access sources of support
	<ul style="list-style-type: none"> • I can recognise when I am putting myself or others are putting me under pressure to obey 'unwritten rules' or social norms and I am able to positively respond to these pressures • I have considered how I can make my own choices without losing friends or credibility and have practiced some strategies to achieve this
	<ul style="list-style-type: none"> • I can assess the risks and consequences of experimental and occasional substance use and how it may affect my ability to make safe judgements and longer-term dependency and addiction to substances (including alcohol) • I have considered the impact on myself and others when making different decisions regarding substances (including alcohol) • I understand how to use prescribed and over the counter medicines safely

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I understand the risks of physically meeting people I have only previously 'met' on line and have strategies to minimise the risk or not meet them • I can understand how and why some people are radicalised and drawn into extremist behaviour and am able to give a counter narrative • I am aware of how young people can be groomed or radicalised on-line and face -to-face and know how to identify and report such risks which includes telling a trusted adult. • I can recognise the signs of someone being radicalised and know what to do if I spot the signs
Year 10	<ul style="list-style-type: none"> • I know where and how to obtain health information, advice and support including sexual health • I can take increased responsibility for monitoring my own health and can overcome worries about seeking help and being an assertive user of the NHS (including testicular and breast self-examination) • I can recognise and manage my feelings about body image and the media's portrayal of idealized and artificial body shapes and understand the health risk and issues related to this, including cosmetic surgery • I have further considered the terms associated with sex, gender identify and sexual orientation (LGBTQ) and are aware of accepted terminology and the expectations of the Equality Act 2010. • I can recognise when a relationship is unhealthy (abuse or exploitation) and have strategies to seek help • I understand the importance of communication and negotiation in contraception use to protect against STIs', including HIV/AIDs • I understand the risks related to unprotected sex, which includes exploring the consequences of unintended pregnancy and the options available in such circumstances and where to access support • I understand the role of sex in the media and internet (including pornography) and its impact on views of a normal sexual relationship • I understand and respect others' faith and cultural expectations concerning relationships and sexual activity • I can recognise and challenge prejudice and discrimination confidently within school and the wider community I know what hate crime is and how to report it

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"> • I have strategies for managing a range of emotional and mental health issues including accessing a range of sources of support and help, this includes talking to a trusted adult either within or outside of school • I am able to deal with change including managing strong feelings and emotions • I understand what 'being resilient' means to me and I can demonstrate a range of positive coping strategies to keep myself emotionally healthy • I recognise the characteristics of mental and emotional health and the causes, symptoms, treatments and strategies for managing some disorders, including depression, stress and anxiety • I can maintain a positive self-image under pressure and am good at balancing being sociable with maintaining my independence and principles • I understand how technology including social media can be used for grooming/ radicalisation / bullying/harassment and how to seek support and use reporting mechanisms • I can assess my digital reputation/ footprint and understand the importance of having a positive digital presence and I know the potential consequences of my use of social networking sites
Year 11	<ul style="list-style-type: none"> • I can describe the benefits and appropriateness of different forms of contraceptive and know how to access sexual health information and services • I understand the concept of consent and have rehearsed negotiation strategies to keep myself safe • I understand the characteristics and benefits of positive, strong, supportive, equal relationships and how to manage the end of a relationships that is not right for me • I know that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other • I have an awareness of exploitation, bullying, harassment and abusive relationships and how to respond so I am not in a unhealthy relationship whether that is with a partner, friend or work colleague • I am aware of the impact of domestic abuse and know how to access support and help • I recognise the skills and qualities required for parenthood (including the implications of young parenthood) • I can assess the risks I may face as I get older and move onto the next stages in my life. • I can assess the wider risks and consequences of legal and illegal substance use on my personal safety, emotional health, career, relationships and future lifestyle • I have the skills, resilience and effective coping strategies to ensure I can manage exams and the transition at the end of year 11 • I know where/how to access appropriate information and advice to help keep me safe and well, both now and in the future • I have identified a trusted adult that I can talk to when I need help/ support both within and out of school and others safe and I have practiced a variety of strategies to keep myself safe • I recognise the importance of keeping myself safe online.

Appendix 2

Curriculum Delivery and Assessment

Each unit should start with a baseline assessment and conclude with an assessment of the learning objectives. These do not have to be formal tests but should assess the learning and progress made and any knowledge gaps that remain. It is expected that staff follow agreed practice in PSHE lessons as they would in any other lesson.

KEY PRINCIPLES FOR EFFECTIVE PSHE LESSONS

- **Establishing and maintaining a safe and secure learning environment, which promotes positive relationships** between peers, and between pupils and staff. PSHE lessons explore pupils' everyday lives and does include potentially sensitive and personal issues. It is crucial that staff establish and maintain a safe teaching and learning environment in the classroom through the following well identified successful methods:
 - Establishing ground rules with pupils so there is shared ownership of them. (not imposing them on the pupils)
 - Using 'distancing techniques' e.g case studies so pupils are not been asked to talk about their experiences but talk about what is happening to the characters in the case study. This distancing creates an emotional space between pupils and the issue that is being explored. Pupils may be asked to reflect on their own personal attributes, attitudes and skills but this should be done in safe way and not by putting pupils 'on the spot'
 - Knowing how to deal with unexpected and spontaneous questions from pupils. Pupils will be encouraged to ask questions in PSHE so it is important that staff can handle all questions that may be asked or use methods like the 'question box'.
- **The taught programme is more successful when the learning outcomes are clear to the pupils** and a planned and sequenced set of activities are used to develop and practice the intended skills.
- **Interactive learning that focuses on skills and attributes developed through the context of subject knowledge.** One of the key aims of PSHE Education is to develop skills, strategies and attributes to enable pupils to make and then enact on a decision. *'Choices are made through a complex combination of previous experiences, knowledge and understanding, filtered through the individual's values, attitudes and beliefs.'* Therefore, a didactic approach in which pupils passively listen or watch will not achieve this aim. Active learning strategies are required which enable pupils to practice a range of skills within the safety of the classroom on scenarios that are realistic to them. Research has found the following to be key aspects that require developing for every pupil:
 - Problem solving skills
 - Decision making skills
 - Cognitive skills for resisting peer pressure / media influences
 - Increased self-control/ management and self esteem
 - Opportunities for self -reflection and self-assessment and supported by motivational strategies
 - Coping strategies for stress
 - Social and assertiveness skills
 - Healthy relationships skills

- **A development programme matched to the age, stage and maturity which start 'where pupils are'.** The spiral curriculum is especially important in PSHE and needs to ensure the taught planned programme is progressive with topics taught in a logical order taking into consideration the changing needs of young people as they grow older and develop. To ensure the programme is meeting the needs of the pupils staff must always assess the needs of pupils to understand their current understanding, culture and experiences. The bi-annual Growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it is meeting the needs of the pupils.
- **A social norm approach.** This evidence-based approach uses the influence of peers on behaviour in a positive way. Young people over estimate the behaviours of other young people and this can lead them to engage in risky behaviours as they think that 'everyone else of my age is doing it'. A *social norms approach provides pupils with accurate, realistic and relevant information that reinforces and actively promotes 'positive social norms'*. The data from the GuUNY surveys provide schools with a wealth of data to implement this evidence based approach for teaching effective PSHE.
- **Avoiding the use of shock, fear or guilt.** Research has found that attempts to induce shock, fear or guilt are ineffective and for some young people could increase the likelihood of them engaging in the risky behaviour. For some young people the fear felt in the safe environment of a classroom can lead them to wanting to repeat that experience. For some they react by saying 'it won't happen to me'. Some pupils will be traumatised and if a pupil has some personal experience it may re-traumatise. This is not saying that PSHE and Citizenship lessons should not explore the full range of consequences of a behaviour or choice but the lessons should avoid just focusing on the extremes.
- **Assessing learning and evaluating provision.** This is not about assessing a pupil's individual character or behaviour but rather, *'the extent to which they are progressing in their learning, their on going learning needs and the impact the programme is having on them and their peers'*
 - Evaluation is about the process- how effective were those activities? What will I change next time I teach this?
 - Assessment refers to activities that gauge an individual's learning and development and identify what still needs to be learned. Assessment in PSHE is essential as it: increases motivation and improves learning, provides feedback about pupil's progress and achievements, helps pupils reflect on and identify what they have learned and what they need to do to continue learning, it allows the leadership team to see the impact PSHE provision is having for pupils and for whole school outcomes.

KEYSTAGE 3 AND 4 RSE AND HEALTH EDUCATION EDUCATION: LONG TERM OVERVIEW

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7 PSHE	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school 	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online 	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep 	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> Puberty and managing change Body satisfaction and self-concept 	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Rights in the community Relationship boundaries Unwanted contact FGM and forced marriage 	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> Drugs, alcohol and tobacco Safety and first aid
Year 8 PSHE	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> Managing online presence Digital and media literacy 	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences 	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work 	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity
Year 9 PSHE	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> GCSE options Sources of careers advice 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> Friendship challenges 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Mental health (including self-harm and eating 	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> Financial decisions Saving and 	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy/unhealthy relationship 	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Sexually transmitted

	<ul style="list-style-type: none"> Employability 	<ul style="list-style-type: none"> Gangs and violent crime Drugs and alcohol Assertive communication 	<ul style="list-style-type: none"> disorders) Change, loss and bereavement Healthy coping strategies 	<ul style="list-style-type: none"> borrowing Gambling, financial choices and debt 	<ul style="list-style-type: none"> s Consent Relationships and sex in the media 	<ul style="list-style-type: none"> infections (STIs) Contraception Cancer awareness First aid
Year 10 PSHE	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> First aid and life-saving Personal safety Online relationships 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Applying for employment Online presence and reputation 	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> Preparation for, and reflection on, work experience
Year 11 PSHE	<p>Developing resilience and risk management skills:</p> <ul style="list-style-type: none"> Money management Fraud and cybercrime Preparing for adult life 	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Relationship values Maintaining sexual health Sexual health services Managing relationship challenges and endings 	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Blood, organ, stem cell donation 	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals 	