



# **SHIREBROOK ACADEMY**

## **RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION**

**Date:** September 2020

**Review cycle:** 2 years

**Contributors:**

Helen Wakefield, Assistant Principal

Tracy Horton, Personal Development Co-ordinator

Sally Wheatley, Governor with responsibility for RSHE

1. Introduction
2. Aims and Objectives for RSHE at Shirebrook Academy
3. Equality and Inclusion
4. Legislation
5. Roles and Responsibilities
6. Curriculum Design
7. Curriculum Delivery
8. Assessment
9. Monitoring, Reviewing and evaluation
10. Safe and Effective Practice (Safeguarding)
11. Engaging Stakeholders

This policy covers the Academy's whole school approach to Relationships and Sex Education (RSE) and Health Education.

The policy is developed by the Assistant Principal (Personal Development) and the Personal Development Co-ordinator, in consultation with staff, students, parents / carers, governors and relevant outside agencies.

This policy takes full account of the Academy's legal obligations and the latest Department for Education (DfE) guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (2019). (Referred to as RSHE guidance)

As part of effective RSE provision, the policy is reviewed and updated every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education (DfE) advice and guidance.

The Academy will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on the school website.

The policy should be read in conjunction with other relevant policies and curriculum statements: Anti-bullying policy; behaviour policy; child protection and safeguarding policy; SMSC and citizenship policy; and online safety policy; the science, physical education, personal development & food technology curricular.

## 1. Introduction

Shirebrook Academy believes that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Shirebrook Academy believes that all children and young people have a right to holistic, inclusive and needs-led RSE. By providing high quality RSE, we are upholding the ethos and values of our Academy and its commitment to equality, celebrating difference, learning how to live a **healthy, happy and fulfilling life**, fostering the values and character traits that make us fully rounded adults who make a positive contribution to our community – **kindness, compassion, courage, honesty, integrity**.

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.

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

**The core themes of RSE include:** families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

We define **Health Education** as any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes.

**The core themes for Health Education include:** Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body.

The content covered in Health Education will overlap with some of the content taught through Relationships Education, RSE and the science curriculum as well as other subjects, so this will reinforce content and concepts for students.

## **2. Aims and Objectives for RSHE at Shirebrook Academy**

The RSHE programme is taught as part of the Academy's Personal Development Curriculum.

Our RSHE programme will:

- ✓ **provide students with accurate and up to date information**
- ✓ **dispel myths**
- ✓ **explore a range of attitudes towards RSHE issues**
- ✓ **contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rate**
- ✓ **enable pupils to develop the knowledge, skills, attitudes and values that will help them to:**
  - 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.
  - take responsibility for their own sexual health and relationships
  - explore and value their personal and sexual identity and the personal/sexual identities of others
  - understand the law relating to sexual relationships, including consent, and sending explicit images
  - reach their own informed views and choices for a healthier lifestyle
  - develop respect and care for others
  - build self-esteem and self-worth
  - maintain and manage their own well-being and dignity
  - develop skills to enable effective management of relationships and sexual situations. *Examples include communication with and empathy towards others,*

*risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.*

- build positive and respectful relationships both online and face-to-face

### **3. Equality and Inclusion**

Shirebrook Academy believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE curriculum that makes every pupil 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. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE is a particularly important subject for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration in designing and teaching topics.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. We will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

*To achieve this the Academy's approach to RSHE will take account of:*

- **The needs of boys as well as girls** Girls tend to have greater access to RSHE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to RSHE. The Academy will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Sexuality** On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual. Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of all students. We shall also actively tackle homophobic bullying.
- **Special educational needs** We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

- **Emotional maturity** We intend that all students shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is delayed.
- **Contraceptive advice to older students.** Students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using contraception. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

#### **4. Legislation (statutory regulations and guidance)**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

This guidance also sets out both the rights of parents and carers to withdraw pupils from sex education (but not Relationships or Health Education).

- 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 RSHE.
- 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 RSHE 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 Principal to discuss their concerns. The Principal 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 Principal 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.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## 5. Roles and responsibilities

Responsibility for the RSHE policy at Shirebrook Academy lies with the governing body. At least one representative of the governing body is part of the working group that develops and reviews the RSE policy.

RSHE will be delivered in Shirebrook Academy as part of our Personal Development curriculum, which has planned lessons across all key stages, using a spiral curriculum approach.

The Personal Development Coordinator will work closely with colleagues in related curriculum areas (science, computing, PE) to ensure a holistic and joined up approach to what is taught in RSHE. Appendix 1 shows the cross curricular mapping of RSHE topics.

The Academy also supports the taught curriculum through a coordinated whole school approach to the co-curricular offer utilising time outside of the classroom to explore RSHE topics for example in school assemblies, through art and drama and other co-curricular events.

All groups which make up the Academy community have rights and responsibilities regarding RSHE, in particular:

**The senior leadership team (SLT)** will support the provision and development of RSHE in line with this policy by providing leadership, resourcing and monitoring of quality and impact.

**The designated PD co-ordinator** will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** - All teachers are involved in the Academy's RSHE provision. Some teach RSHE through the PD programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the Academy's approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

**Support staff** may be involved in a supportive role in some RSHE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSHE programme and are supported in their pastoral role by SLT, the PD Coordinator and teachers.

**Governors** have responsibilities for Academy policies. They will be consulted about the RSHE provision and policy and have regular reports at Governor's meetings. One named governor will have responsibility for monitoring the policy.



**The school nurse** plays a key role in supporting the teacher in RSHE both in terms of advice, resources and input into lessons as well as the provision of pastoral support and guidance directly to students. The Academy will work in ongoing consultation and partnership with the school nurse service.

**Outside agencies and speakers** may be involved in RSHE lessons and as points of referral as support services for students. The Academy will only work with agencies and speakers who are appropriate to students' needs. We shall work in partnership with them and jointly plan their work within the Academy. The Academy will also signpost students to relevant agencies.

**Students** have an entitlement to age and circumstance appropriate RSHE and to pastoral support. They will be actively consulted about their RSHE needs and their views will be central to developing the provision.

All staff who have responsibility for delivering RSHE will undergo training on a regular basis to ensure they are up-to-date with the RSHE policy and curriculum requirements. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSHE scheme of work and any new developments in course content or statutory guidance.

## **6. Curriculum design:**

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

Shirebrook Academy will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. Certain biological aspects of RSHE are delivered through science. The personal development programme is the main vehicle for delivery of relationships education and exploration of personal values. The RSHE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. Content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

A scheme of work ensures consistency throughout the years and is updated to reflect changes to government guidance and local needs. The following areas of content are addressed with all students:

Y7

- Puberty - some lessons taught in single gender groups, others in mixed groups
- Emotional well-being including self esteem.
- Introduction to concepts of healthy/unhealthy relationships

Y8

- Relationships – managing conflict and behaving assertively.
- Introduction to abusive behaviours such as exploitation. Sexuality, diversity

Y9

- Introduction to contraception, values relating to becoming sexually active.
- Consent.
- Links between alcohol and behaviour

Y10

- Sexual Health, values within relationships

Y11

- Parenthood, managing adult relationships, HIV

Full Schemes of Work can be found on the Academy website:

<https://www.shirebrookacademy.org/personal-development-and-careers/>

Additional support to enable students to access information and advice at the point of need and relevance to their lives:

- Pastoral support for students who experience difficulties.
- Provision of appropriate information through leaflets and books in the library, display of posters and via weekly school nurse drop-in sessions.

## **7. Curriculum Delivery**

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of drama productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

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

RSHE will address aspects of relationships and sex in an integrated way within a single topic. 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.

We use local data to inform the priorities for the programme. Data is sourced from Health dashboard <https://fingertips.phe.org.uk/topic/public-health-dashboard/area-details#are/E10000007/par/cat-113-7/sim/cat-113-7> and intelligence from local agencies including the school nurse, sexual health services, police and drug support.

### **Answering student's questions**

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

The Academy believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

If a teacher is concerned that a student is at risk of sexual abuse they will follow the Academy's child protection procedures.

We believe that an open approach to answering questions prevents pupils 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 RSHE. 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.

## **8. Assessment**

Shirebrook Academy uses a range of assessment methods to get regular feedback on pupil progress in RSHE. Assessment is used to identify where pupils need extra support or intervention.

Assessment methods used include:

- *Project work*
- *Students' pre and post unit self-evaluation*
- *Reflective tasks*

## **9. Monitoring, Reviewing and Evaluation**

We regularly monitor our RSHE 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 Academy's leadership team in conjunction with the Personal Development Coordinator and Governors on an annual basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes clearly communicated.

The Academy's Leadership Team monitors the implementation of the programme through its Monitoring, Review and Evaluation and Quality Assurance processes which include:

- Learning walks
- Review of planning
- Samples of pupils' work
- Student and staff voice activities

The contributions provided by external agencies are monitored and evaluated. Many providers have their own evaluations and share these. Shirebrook Academy uses student voice and tutor feedback to assess the quality of external provision.

## **10. Safe and effective practice (safeguarding)**

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 students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Shirebrook Academy acknowledges that RSHE 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. RSHE 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 RSHE covers, some pupils 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 RSHE 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.

Shirebrook Academy will 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 a working agreement, where rights respecting ground rules are created with pupils 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 other approaches, such as distancing techniques, we believe the Academy can create a supportive environment for discussions that can be sensitive or difficult.

The protocol for inviting external agencies/visitors to support the delivery of lessons is outlined in the Visiting Speaker Policy. The Safeguarding Policy outlines how visitors and external agencies will be informed of safeguarding protocols.

## **11. Engaging stakeholders**

### **Working with parents/carers**

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

- Publishing the SoW on the website.
- Y7 parents/carers provided with specific information on the curriculum during Settling in Evening at the start of the academic year.
- SoWs, examples of key resources and student work are available during Parents Evenings
- PD Coordinator
- Surveys to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.

### **Working with visitors and external agencies**

From time-to-time Shirebrook Academy 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 The Elm Foundation, Sexual Health Services, SV2 (consent), The Prison Service and Victim Support service.

A teacher will always be present throughout these lessons so as to build on the pupil'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.

## Appendix 1: RSHE Cross Curricular Map 2020

Mapped against Statutory Guidance for Relationships, Sex and Relationships, and Health Education, Feb 2019

Core Theme 1 – Relationships and Sex Education	Curriculum	PD lessons	PD Day	Additional opportunities
<b>Families - Pupils should know:</b>				
That there are different types of committed, stable relationships.	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas.	Y9 Relationships topic	Y8 Family Day Y11 Sexuality lesson	Assemblies on sexuality School nurse relationship support
How these relationships might contribute to human happiness and their importance for bringing up children.	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas.		Y8 Family Day Y11 Parenthood lesson	
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.	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas. KS4 French/Spanish – topic of marriage and the pros/cons of marriage/civil partnership		Y8 Family Day	
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas. KS4 French/Spanish – topic of marriage and the pros/cons of marriage/civil partnership	Y9 Relationships topic – forced marriage		
The characteristics and legal status of other types of long-term relationships.	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas.		Y11 sexuality lesson	
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Y10 Philosophy/Ethics – Theme A. Second topic studied after Christmas.  Y10 Health and Social Care – Component 1, Term 2 & 3		Y8 Family day Y11 Parenthood lesson	
How to: determine whether other children, adults or sources of	GCSE Combined Science B6 and GCSE Biology B6 (Y10) – concept	Y8 and Y9 Relationships topics –	Y8 Family day – abuse lesson	Elm Foundation targeted groups

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.	of peer review in drug testing. GCSE Combined Science B17 and C11, GCSE Biology B18 and GCSE Chemistry C13 (Y11) – concept of peer review in debate about global warming. GCSE Combined Science P7 and GCSE Physics P7 (Y10) – concept of peer review in research into effects of radiation on humans.	healthy/unhealthy relationships, exploitation		
<b>Respectful relationships, Including friendships</b>				
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.	KS3 and KS4 French and Spanish – topics on family and friends – students describe characteristics of positive relationships between themselves and others	Y7 Transition – managing friendships Y8 and Y9 Relationships – healthy/unhealthy relationships		CRESST Conflict Coaching
Practical steps they can take in a range of different contexts to improve or support respectful relationships.		Y10 health/relationships – dealing with conflict		
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).	Y7 GRIT – Philosophy and Ethics after Christmas. KS3 and KS4 French and Spanish – topics often include case studies of people of different religions, genders, sexual orientation etc. to support breaking down stereotypes.	Y7 Health – gender expectations Y10 Health – gender stereotypes		

	Art Y8/9 – People theme			
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.	Y7 GRIT - Zebra Red - Philosophy and Ethics after Christmas.	Y7 Transition Y8 Relationships – Face Up Y10 British Values - respect	Y8 Prison Day	Whole school ethos and rewards/sanctions Assemblies
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	ICT Y7 – Digital Responsibility “Cyber Bullying”- HT5, Project 5 KS4 French and Spanish – topics on pros/cons of social media touches on negative aspects including cyber bullying	Y7 Transition		Anti bullying ambassadors Assemblies
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	ICT Y9 Digital Responsibility “sexting & grooming” – HT6, Project 6		Y8 Family day Y8 Prison day	Elm Foundation targeted group
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	ICT Y9 Digital Responsibility “sexting & grooming” – HT6, Project 6	Y9 Relationships – Consent Y10 Health - harassment	Y9 Health/relationships – consent/sexting	Assemblies
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.	Y10 History – Crime and Punishment Unit. 20th/21st C Crime. Studied after Feb half term. ICT Y10 – GCSE Business “3.7 Employment Law” – HT6			
<b>Online and media</b>				
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	ICT Y7 Digital Responsibility “relevance and reliability of information”, “digital footprint” – HT5, Project 5	Y7 digital literacy	Y7 Lifewise	Assemblies



	<p>ICT Y8 Digital Responsibility “malicious software”, “social media” – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “sexting &amp; grooming” – HT6, Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use”, “C2: Legal and Ethical”, HT2</p> <p>Y10 Art and Photography – risk awareness</p>			
<p>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.</p>	<p>ICT Y7 Digital Responsibility “relevance and reliability of information”, “digital footprint” – HT5 Project 5</p> <p>ICT Y8 Digital Responsibility “malicious software”, “Social media” – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “sexting &amp; grooming” – HT6, Project 6</p>	<p>Y7 Digital literacy Y9 Sexting lesson</p>	Y7 Lifewise	Assemblies

	<p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use”, “C2: Legal and Ethical”, HT2</p> <p>KS4 French and Spanish – topics on pros/cons of social media touches on negative aspects</p> <p>Y10 Art and Photography – risk awareness</p>			
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	<p>ICT Y8 Digital Responsibility, “Social media dangers” – HT6, Project 5</p> <p>ICT Y7 Digital Responsibility “relevance and reliability of information”, “digital footprint” – HT5 Project 5</p> <p>ICT Y9 Digital Responsibility “sexting &amp; grooming” – HT6 Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society” – HT5</p>	<p>Y7 Digital literacy Y9 Sexting lesson</p>	Y7 Lifewise	Assemblies

	<p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use” – HT2</p> <p>Y10 Art and Photography – risk awareness</p>			
What to do and where to get support to report material or manage issues online	<p>ICT Y7 Digital Responsibility “internet and www”, “relevance and reliability of information” – HT5, Project 5</p> <p>ICT Y8 Digital Responsibility “phishing”, “malicious software” – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “legal and ethical issues” – HT6, Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use”, “C2: Legal and Ethical”, HT2</p> <p>Y10 Art and Photography – risk awareness</p>	Y7 Digital literacy	Y7 Lifewise	

The impact of viewing harmful content.	<p>ICT Y8 Digital Responsibility “social media dangers”, “malicious software” – HT6, Project 5</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use” – HT2</p>	Y9 Media images lesson		
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.		<p>Y9 Relationships – Screwball film and discussion</p> <p>Y7 Body image</p>		
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	<p>ICT Y8 Digital Responsibility “social media dangers” – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “sexting &amp; grooming”, “legal &amp; ethical issues” – HT6, Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p>	Y9 Sexting lesson		

	ICT Y11 BTEC Digital Information Technology "C1: Responsible Use", "C2: Legal and Ethical", HT2			
How information and data is generated, collected, shared and used online.	<p>ICT Y7 – Digital Responsibility "www &amp; internet", "relevance &amp; reliability of information" – HT5, Project 5</p> <p>ICT Y8 – Digital Responsibility "malicious software", "social media dangers" – HT6, Project 5</p> <p>ICT Y9 Spreadsheets "Collecting, Presenting and Interpreting Data" – HT3 Project 3</p> <p>ICT Y10 BTEC Digital Information Technology "Collecting, Presenting and Interpreting Data" – HT1-3</p> <p>ICT Y11 BTEC Digital Information Technology "B1: Threats to data" – HT1</p> <p>GCSE Combined Science, GCSE Biology, GCSE Chemistry and GCSE Physics Working Scientifically skill WS 1.6 (Y10 and Y11) – the process of peer review of data.</p>			

<b>Being safe</b>				
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.	ICT Y7 Digital Responsibility “digital footprint” – HT5, Project 5  ICT Y8 – Digital Responsibility “social media dangers” – HT6, Project 5  ICT Y9 Digital Responsibility “sexting & grooming” – HT6, Project 6	Y8 relationships - exploitation Y9 Consent Y9 Relationships topic	Y9 Consent Y11 Sexpression	Elm Foundation targeted group
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).		Y9 Consent	Y9 Consent Y11 Sexpression	
<b>Intimate and sexual relationships, including sexual health</b>				
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.		Y8 Relationships Y9 Relationships		
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.	GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between physical and mental health.	Y10 health - STI	Y11 Health – Sexpression	

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Y7 Human Reproduction – parts and roles of the reproductive system, GCSE Combined Science B11 and GCSE Biology B11 (Y11) – infertility and its treatments.	Y10 Health		School nurse
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.		Y9 Health		School nurse
that they have a choice to delay sex or to enjoy intimacy without sex		Y9 Relationships – Screwball film		School nurse
the facts about the full range of contraceptive choices, efficacy and options available	GCSE Combined Science B11 and GCSE Biology B11 (Y11) – mechanisms, advantages and disadvantages of different forms of contraception	Y9 Relationships Y10 Health	Y9 Health day	School nurse
The facts around pregnancy including miscarriage	Y7 Human Reproduction – stages in fertilisation, pregnancy and birth.			School nurse
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).	Y8 Philosophy and Ethics Topic 3 – Moral Issues on Abortion			School nurse
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.	GCSE Combined Science B5 and GCSE Biology B5 (Y10) – symptoms, spread and control of the spread of gonorrhoea and HIV.	Y9 Relationships Y10 Health	Y9 Health day – nurse	School nurse

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	GCSE Combined Science B5 and GCSE Biology B5 (Y10) – symptoms, spread and control of the spread of gonorrhoea and HIV.	Y9 Relationships Y10 Health	Y9 health day - nurse	School nurse
How the use of alcohol and drugs can lead to risky sexual behaviour.		Y9 Parklife		School nurse
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			Y9 health day – nurse Y11 Sexpression	Nurse drop-in



<b>Core Theme 2 – Physical Health and Wellbeing</b>	<b>Curriculum</b>	<b>PD lessons</b>	<b>PD Day</b>	<b>Additional opportunities</b>
<b>Mental wellbeing</b>				
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	Health and Social Care – Y10 Component 1, Term 2  Y10 Art – Portrait work	Y7 Transition Y8 Relationships Y8 ‘Looking after yourself’ Y10 Health	Y8 Relationships Y9 Health Y11 Health	
That happiness is linked to being connected to others.	Health and Social Care – Y10 Component 1, Term 2 KS3 and KS4 French and Spanish – topics on family and friends – students describe characteristics of positive relationships between themselves and others	Y7 Transition Y8 Looking after yourself		
How to recognise the early signs of mental wellbeing concerns.		Y8 Looking after yourself Y9 NHS/Charlie Waller	Y11 Samaritans	Assemblies
Common types of mental ill health (e.g. anxiety and depression).	Health and Social Care – Y10 Component 1, Term 2 & 3 GCSE Food preparation and nutrition – eating disorders GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between physical and mental health.	Y9 Health Y10 Health – exam stress		Assemblies
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.	Health and Social Care – Y10 Component 1, Term 2 & 3 GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between physical and mental health.	Y9 Health		
<b>Internet Safety and harms</b>				
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive	ICT Y7 Digital Responsibility “digital footprint”, “www & internet”, “relevance &	Y7 Digital Literacy Y7 Body image Y8 relationships Y10 Financial awareness		

<p>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</p>	<p>reliability of information” – HT5, Project 5</p> <p>ICT Y8 Digital Responsibility “social media dangers – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “legal &amp; ethical issues” – HT6, Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1: Responsible Use”, “C2: Legal and Ethical”, HT2</p> <p>KS4 French and Spanish – topics on pros/cons of social media touches on negative aspects</p> <p>GCSE Combined Science, GCSE Biology, GCSE Chemistry and GCSE Physics Working Scientifically skill WS 1.1 (Y10 and Y11) –</p>			
--	--	--	--	--

	decide whether or not given data supports a particular theory. GCSE Combined Science, GCSE Biology, GCSE Chemistry and GCSE Physics Working Scientifically skill WS 1.6 (Y10 and Y11) – explain how the process of peer review helps to detect false claims.			
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.	<p>ICT Y7 Digital Responsibility “digital footprint”, “cyberbullying” – HT5, Project 5</p> <p>ICT Y8 Digital Responsibility “social media dangers”, “malicious software”, “phishing” – HT6, Project 5</p> <p>ICT Y9 Digital Responsibility “legal &amp; ethical issues” – HT6, Project 6</p> <p>ICT Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society &amp; Legislation relevant to Computer Science” – HT5</p> <p>ICT Y11 BTEC Digital Information Technology “C1:</p>	Y7 Digital literacy Y7 Transition Y8 relationships		

	Responsible Use”, “C2: Legal and Ethical”, HT2			
<b>Physical Health and Fitness</b>				
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	<p>Health and Social Care – Y11 Component 3, Term 1 &amp; 2 KS3 and KS4 French and Spanish – topics covered include sports, freetime and healthy lifestyle as well as expressing opinion and reason linking to physical and mental wellbeing</p> <p>GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between physical and mental health.</p>	Y10 Health		Healthy week
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.	<p>Health and Social Care – Y11 Component 1, Term 1 GCSE food preparation and nutrition – Diet nutrition and health KS3 and KS4 French and Spanish – topics include how to maintain a healthy lifestyle – what to eat/drink, exercise and plans for the future.</p> <p>Science - Y8 Digestion – healthy and unhealthy diets. GCSE Combined Science B4 and GCSE Biology B4 (Y10) –</p>	Y7 Healthy eating Y10 Healthy eating	Y7 Good Food Roadshow	

	factors leading to CHD. GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between lifestyle factors and health, including cancer.			
About the science relating to blood, organ and stem cell donation.	GCSE Combined Science and GCSE Biology B2 (Y10) – ethical issues surrounding stem cells. GCSE Combined Science B4 and GCSE Biology B4 (Y10) – the science of blood.			
<b>Healthy Eating</b>				
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Health and Social Care – Y11 Component 3, Term 1 Y8 Food – Eat well guide GCSE Food preparation and nutrition – Diet nutrition and health KS3 and KS4 French and Spanish – topics include how to maintain a healthy lifestyle – what to eat/drink, exercise and plans for the future. Science - Y8 Digestion – healthy and unhealthy diets. Combined Science B4 and GCSE Biology B4 (Y10) – links between diet and CHD. GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links	Y7 Healthy eating	Y7 Dental Health	

	between diet and increase risk of some cancers.			
<b>Drugs, alcohol and tobacco</b>				
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.	Health and Social Care – Y11 Component 3, Term 1 KS4 French and Spanish – topic on the dangers of ‘soft’ and ‘hard drugs’, smoking and alcohol  GCSE Combined Science B5 and GCSE Biology B5 (Y10) risks of transmission of pathogens when sharing needles.	Y7 –Y10 Drugs topics	Y7 Lifewise visit	CGL Referrals
The law relating to the supply and possession of illegal substances.		Y7-10 Drugs topics	Y7 Lifewise visit	CGL Referrals
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Health and Social Care – Y11 Component 3, Term 1 GCSE Combined Science B7 and GCSE Biology B7 (Y10) – effects of alcohol on health.	Y7/Y8 Drugs topic		CGL Referrals
The physical and psychological consequences of addiction, including alcohol dependency.	Health and Social Care – Y11 Component 3, Term 1 KS4 French and Spanish – topic on the dangers of ‘soft’ and ‘hard drugs’, smoking and alcohol GCSE Combined Science B7 and GCSE Biology B7 (Y10) – effects of alcohol on health.	Y10 Health topic		CGL Referrals
Awareness of the dangers of drugs which are prescribed but still present serious health risks.		Y7 Drugs topic Y10 Health topic		CGL Referrals

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.	Health and Social Care – Y11 Component 3, Term 1 KS4 French and Spanish – topic on the dangers of ‘soft’ and ‘hard drugs’, smoking and alcohol GCSE Combined Science B7 and GCSE Biology B7 – effects of smoking tobacco on health.	Y7 Health topic		
<b>Health and prevention</b>				
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Y7 Food Hygiene GCSE Food preparation and nutrition – Food safety GCSE Combined Science B5 and GCSE Biology B5 (Y10) – pathogens, communicable diseases and how they spread. GCSE Combined Science B6 and GCSE Biology B6 (Y10) – role of vaccinations and action of antibiotics.			
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	Y8 Digestion – effects of diet on dental health.		Y7 Health day	
(late secondary) the benefits of regular self-examination and screening.	GCSE Combined Science B7 and GCSE Biology B7 (Y10) – signs of cancer.		Y7 Health day	
The facts and science relating to immunisation and vaccination.	Health and Social Care – Y10 Component 1, Term 3			Immunisation programme

	GCSE Combined Science B6 and GCSE Biology B6 (Y10) – action of vaccines.			
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Health and Social Care – Y11 Component 3, Term 1 GCSE Combined Science B7 and GCSE Biology B7 (Y10) – links between lifestyle and physical and mental health.	Y7 Transition Y7 Digital literacy Y10 Health		
<b>Basic First Aid</b>				
Basic treatment for common injuries. life-saving skills, including how to administer CPR The purpose of defibrillators and when one might be needed.	PE – GCSE Y10 Term 2		Y7 Health day Y7 lifewise visit	
<b>Changing adolescent body</b>				
Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Health and Social Care – Y11 Component 1, Term 2 Y7 Human Reproduction – puberty and the menstrual cycle. GCSE Combined Science B11 and GCSE Biology B11 (Y11) – hormones and the menstrual cycle.	Y7 Health		
The main changes which take place in males and females, and the implications for emotional and physical health.	Health and Social Care – Y11 Component 1, Term 2 Y7 Human Reproduction – puberty and the menstrual cycle. GCSE Combined Science B11 and GCSE Biology B11 (Y11) –	Y7 Health		



	hormones and the menstrual cycle.			
--	-----------------------------------	--	--	--