



<b>Document Title</b>	<b>MLT Relationships and Sexual Health Education (RSHE) Policy</b>
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	<b>2</b>	<b>Academy specific appendices</b>
	<b>3</b>	Academy personalisation required (in highlighted fields)

This policy has been approved following consultation with parents/carers and students.

**Summary of Changes from Previous Version**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V2	December 2022	Exec	Full re-write

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## 1. AIMS AND OBJECTIVES

### AIMS

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of students at the MLT Academies and to prepare students for opportunities, responsibilities and experiences of adult life.

### OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- Impart an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Impart an expectation of nurture, love, security and stability within family relationships
- Enable students to understand what constitutes caring and respectful friendships where trust can be fostered and understand what constitutes bullying. To further understand by secondary school those behaviours which are coercive, controlling and abusive as well as sexual harassment and sexual violence
- Develop students' ability to keep themselves safe both on and offline, and to manage online relationships
- Ensure that students understand the characteristics and nuances of intimate sexual relationships including sexual health
- Provide a comprehensive health education which focuses on all aspects of health including mental wellbeing, internet safety and harm, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

## 2. STATUTORY REQUIREMENTS

As a Secondary Academy, we must provide RSE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Wath Academy, we teach RSE as set out in this policy.

### 3. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Chief Executive Officer and ratified.

As part of effective RSE provision, this policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance.

### 4. DEFINITION

The Department for Education (DfE) defines Sex and Relationships Education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).'

### 5. ROLES AND RESPONSIBILITIES

#### EXECUTIVE LEADERS

To review the RSHE policy every 2 years to ensure that it meets the needs of all members of the Academy's community.

#### SENIOR LEADERSHIP TEAM

To ensure that all staff are familiar with the Academy's policy and guidance relating to sex education and up to date with any changes.

To communicate freely with staff, parents/carers and the Local Governance Committee to ensure that everyone understands the policy and curriculum for sex education, and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

#### SUBJECT LEADER

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

## TEACHERS

To ensure the teaching team of staff are up to date with the Academy's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to Subject Leader of Life Skills.

To attend and engage with relevant safeguarding training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should follow college policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

## STUDENTS

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the Academy's Behaviour Policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the Academy's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education they need on topics they want to learn about.

## PARENTS AND CARERS

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every young person and encourages active participation and involvement in the curriculum. Their role is to:

- To share responsibility for sex education and support their children's personal, social and

emotional development.

- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.
- To be encouraged to seek additional support in this from the Academy where they feel it is needed.

## 6. PLANNING AND DELIVERY

The RSHE within the Maltby Learning Trust Academies is firmly embedded in the PSHE framework and will help children and young people learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

RSHE is taught by classroom teachers (and HLTA's in Primaries where specialist training has been received), sometimes supported by classroom assistants/support staff and occasionally the school nurse and other guest speakers as appropriate. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as the school nurse) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons for any follow up required. Please see **Appendix 1** for a summary of work delivered and resources used in each Key Stage. In Secondary Academies RSHE is delivered through the 'Life Skills Curriculum IN Year 7 - 11. The Life Skills Curriculum is planned around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

It is recognised that some staff may find it uncomfortable to deliver RSHE and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or in the classroom. Staff in each Academy have expertise in this area and staff in some Academies have the PSHE CPD qualification and are available to support, train and offer advice. However, it should be recognised that the issues dealt with in this policy go far beyond the explanation of 'growing up' and as such are taught in every area of the curriculum – all staff should have an awareness of how to raise awareness of the key issues discussed here.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups. The same curricular content will be delivered to both boys and girls when this occurs.

A variety of teaching strategies are used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education '(2020).

RSHE is monitored through inspection of teachers' short-term planning and learning walks and it is evaluated through discussion with teachers, parents/carers and students, and end of unit evaluation sheets.

This area of the curriculum is constantly under review as a result of feedback from students and staff involved in the teaching.

There is recognition within each MLT Academy that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues and take into account a variety of different value bases when planning and delivering this programme of work.

## WIDER CURRICULUM

RSHE is also delivered through elements of the wider curriculum (Y7-11). Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RS lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception and sexual health, again through RS lessons.

## TUTOR TIME PROVISION

The Academy's Y7-11 programme of tutor provision including the tutor programme, Votes for Schools, Character Education and assemblies also enhance the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through this curriculum. Provision is made for students to discuss issues raised in smaller groups.

## GUEST SPEAKERS/TEACHERS

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as NHS commissioned professions and the school nurse teams) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.

## 7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:



- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

## 8. VALUES FRAMEWORK

RSHE is supported by each Academy's wider curriculum for Personal, Social and Health Education. In this way each Academy can ensure that students:

- receive their RSHE in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life.

MLT believes that RSHE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life

- is an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of student's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should provide opportunity for discussion and clarification around values and attitudes
- should provide accurate, unbiased information.

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that curriculum will promote self-esteem and emotional well-being and will help students to form and maintain worthwhile and satisfying relationships both on and offline, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSHE is delivered in a safe, supportive environment where students feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Questions which students ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the pupil, and in line with 'Relationships Education, Relationships and Sex Education (RSE) and Health Education ' (2020). (See Section 8 – Guidance for teachers).

## 9. GUIDANCE FOR TEACHERS (IN LIGHT OF DFE GUIDANCE 0116/2000)

Each Academy must make sure that the needs of all students are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age-appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue.

Disclosures from students may take place at any time. If the student is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the young person vulnerable to breaking confidence (e.g. In front of a class). If this happens, the teacher should sensitively suggest the young person talks to them or refer to another adult. This MUST then happen, individually with the student, as soon as possible but definitely before the end of the Academy day. Staff should follow the Academy's child protection procedures, should this arise and record the disclosure on the cause for concern forms and immediately inform the Designated Safeguarding Lead or Deputy via the safeguarding@ email.

## TEACHING STRATEGIES

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and students alike.

There are 3 elements of good relationships, sex and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, students will be taught about the nature and importance of marriage for family life and the bringing up of children but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the Lifeskills framework (Secondary Academies) or primary curriculum. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the academy's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSHE deals with some very sensitive issues, but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty. (This may include issues such as wet dreams and menstruation).
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

## 10. PARENTAL ENGAGEMENT

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every student and encourages active participation and involvement in the curriculum.

Our expectations of parental engagement are:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.
- To seek additional support in this from the Academy where they feel it is needed.

However, parents/carers do have the right to withdraw their child from some parts of the programme, excluding the DfE Science curriculum which includes human development, reproduction and healthy bodies. Any parent/carer wishing to exercise that right should initially contact the Principal of the Academy to discuss the matter. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

## 11. RIGHT TO WITHDRAW

The Academy aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy. They can request these directly from the Subject Leader of Lifeskills or contact the Student Achievement Leader for that year group in Secondary Academies or the Academy Principal or class teacher in Primary Academies. The Academy will do everything it can to ensure that parents/carers are comfortable with the education provided for their children; it is, however, their statutory right to be able to withdraw young people in their care from all aspects of sex education. This excludes withdrawal from the elements on human growth and reproduction which fall under the Science National Curriculum. **In secondary education, parents/carers are not able to withdraw their child from any aspect of Relationships Education or Health Education.**

Any parents/carers wishing to withdraw children in their care from sex education should contact the Principal (Primary School) or Lifeskills Subject Leader (Secondary School), who will discuss their concerns with them. Sex education is a vital part of the Academy's Lifeskills curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education. However, it is acknowledged that the final decision about the issue is for the parents/carers to take.

If permission to withdraw a child is granted by the Principal, the child can still choose to receive Sex Education if they would like to from three school terms before they turn 16.

**Please note: The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.**

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

## 12. TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 13. MONITORING

The delivery of RSE is monitored by the Principal through a robust series of quality assurance activities, including curriculum deep dives, line management meetings, learning walks and work scrutinises.

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

This policy will be reviewed by the Executive Leadership Team every 2 years. At every review, the policy will be approved by the Chief Executive Officer.

## 14. GUIDANCE DOCUMENTS:

*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

*Understanding Relationships and Health Education in your child's **Primary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education – a guide for primary school parents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/understanding-relationships-sex-and-health-education-a-guide-for-primary-school-parents.pdf)

*Understanding Relationships and Health Education in your child's **Secondary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/understanding-relationships-sex-and-health-education-a-guide-for-secondary-school-parents.pdf)

PSHE Association Programme of Study for PSHE Education Key Stages 1-5  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)

[SRE for the 21st Century - FINAL.pdf.pdf \(pshe-association.org.uk\)](#)

'Working in Partnership – Visitors Policy', South Yorkshire Healthy Schools.

[Home | sexeducationforum.org.uk](#)

## APPENDIX 1 – THE TAUGHT CURRICULUM SECONDARY PHASE

### OVERVIEW OF THE RSHE CURRICULUM

Y7	UNIT TITLE	LESSON	CONTENT
HT1	Transition and safety	<ul style="list-style-type: none"> <li>Managing change</li> <li>Building friendships</li> <li>Safety in the home</li> <li>Safety in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>How to identify, express and manage their emotions in a constructive way</li> <li>How to manage the challenges of moving to a new school</li> <li>How to establish and manage friendships</li> <li>How to improve study skills</li> <li>How to identify personal strengths and areas for development</li> <li>Personal safety strategies and travel safety, e.g. road, rail and water</li> <li>How to respond in an emergency situation</li> <li>Basic first aid</li> </ul>
HT2	Developing careers and aspirations	<ul style="list-style-type: none"> <li>Introduction to Start</li> <li>Personal skills and qualities</li> <li>The labour market</li> <li>Finding careers</li> </ul>	<ul style="list-style-type: none"> <li>How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>About a broad range of careers and the abilities and qualities required for different careers</li> <li>About equality of opportunity</li> <li>How to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>About the link between values and career choices</li> </ul>
HT3	Relationship diversity	<ul style="list-style-type: none"> <li>Healthy relationships and diversity</li> <li>Anti-bullying</li> <li>Sexual bullying</li> </ul>	<ul style="list-style-type: none"> <li>About identity, rights and responsibilities</li> <li>About living in a diverse society</li> <li>How to challenge prejudice, stereotypes and discrimination</li> <li>The signs and effects of all types of bullying, including online</li> <li>How to respond to bullying of any kind, including online</li> <li>How to support others</li> </ul>
HT4	Health and puberty	<ul style="list-style-type: none"> <li>Your changing body</li> <li>Healthy routines</li> <li>Alcohol, smoking and the law</li> </ul>	<ul style="list-style-type: none"> <li>How to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>How to manage influences relating to caffeine, smoking and alcohol</li> <li>How to manage physical and emotional changes during puberty</li> <li>About personal hygiene</li> <li>How to recognise and respond to inappropriate and unwanted contact</li> <li>About FGM and how to access help and support</li> </ul>
HT5	Building relationship	<ul style="list-style-type: none"> <li>Emotional literacy</li> <li>Attraction and boundaries</li> <li>Online relationships</li> </ul>	<ul style="list-style-type: none"> <li>How to develop self-worth and self-efficacy</li> <li>About qualities and behaviours relating to different types of positive relationships</li> <li>How to recognise unhealthy relationships</li> <li>How to recognise and challenge media stereotypes</li> </ul>

			<ul style="list-style-type: none"> <li>• How to evaluate expectations for romantic relationships</li> <li>• About consent, and how to seek and assertively communicate</li> <li>• Consent</li> </ul>
HT6	Financial decision making	<ul style="list-style-type: none"> <li>• Introduction to personal finance</li> <li>• Borrowing and budgeting</li> <li>• Safe financial decision</li> </ul>	<ul style="list-style-type: none"> <li>• How to make safe financial choices</li> <li>• About different ways to save, and borrow money</li> <li>• About wants and needs and the importance of budgeting</li> <li>• How to manage risk-taking behaviour</li> <li>• About dangers a round financial decision</li> </ul>

Y8	UNIT TITLE	LESSON	CONTENT
HT1	Drugs and alcohol	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Smoking and vaping</li> <li>• Illegal dugs</li> <li>• Over the counter drugs</li> </ul>	<ul style="list-style-type: none"> <li>• About medicinal and reactional drugs</li> <li>• About the over-consumption of energy drinks</li> <li>• About the relationship between habit and dependence</li> <li>• How to use over the counter and prescription medications safely</li> <li>• How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• How to manage influences in relation to substance use</li> <li>• How to recognise and promote positive social norms and attitudes</li> </ul>
HT2	Politics and parliament	<ul style="list-style-type: none"> <li>• British values</li> <li>• How is our country run</li> <li>• Political parties</li> <li>• Our laws</li> </ul>	<ul style="list-style-type: none"> <li>• The roles of citizens, parliament and the monarch</li> <li>• The operations of parliament, including voting, elections and the role of political parties</li> <li>• The legal system in the UK and its relation to the wider world</li> </ul>
HT3	Discrimination	<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Gender based discrimination</li> <li>• Challenging discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• How to manage influences on beliefs and decisions</li> <li>• About group-think and persuasion</li> <li>• How to develop self-worth and confidence</li> <li>• About gender identity, transphobia and gender-based discrimination</li> <li>• How to recognise and challenge homophobia and biphobia</li> <li>• How to recognise and challenge racism and religious discrimination</li> </ul>
HT4	Emotional Wellbeing	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Emotional wellbeing</li> <li>• Resilience and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• About attitudes towards mental health</li> <li>• How to challenge myths and stigma</li> <li>• About daily wellbeing</li> <li>• How to manage emotions</li> <li>• How to develop digital resilience</li> <li>• About unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping strategies</li> </ul>
HT5	Relationships	<ul style="list-style-type: none"> <li>• Gender identity</li> <li>• Consent and contraception</li> <li>• Sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>• The qualities of positive, healthy relationships</li> <li>• How to demonstrate positive behaviours in healthy relationships</li> <li>• About gender identity and sexual orientation</li> <li>• About forming new partnerships and developing relationships</li> </ul>



			<ul style="list-style-type: none"> <li>• About the law in relation to consent</li> <li>• That the legal and moral duty is with the seeker of consent</li> <li>• How to effectively communicate about consent in relationships</li> <li>• About basic forms of contraception, e.g. condom and pill</li> </ul>
HT6	Digital literacy	<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Online dangers</li> <li>• Sexting and sexualisation</li> </ul>	<ul style="list-style-type: none"> <li>• About online communication</li> <li>• How to use social networking sites safely</li> <li>• How to recognise online grooming in different forms. E.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• How to recognise biased or misleading information online</li> <li>• How to distinguish between content which is publicly and privately shared</li> <li>• About age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• How to protect financial security online</li> <li>• How to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>

Y9	UNIT TITLE	LESSON	CONTENT
HT1	Influence	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Assertive behaviour</li> <li>• Reality of addiction</li> <li>• Gang exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• How to distinguish between healthy and unhealthy friendships</li> <li>• How to assess risk and manage influences, including online</li> <li>• About 'group think' and how it affects behaviour</li> <li>• How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• To manage risk in relation to gangs</li> <li>• About the legal and physical risks of carrying a knife</li> <li>• About positive social norms in relation to drug and alcohol use</li> <li>• About legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>
HT2	Setting goals and the future	<ul style="list-style-type: none"> <li>• Exploring post-16</li> <li>• Exploring post-18</li> <li>• What are KS4 options?</li> <li>• Resilience and the future</li> </ul>	<ul style="list-style-type: none"> <li>• About transferable skills, abilities and interests</li> <li>• How to demonstrate strengths</li> <li>• About different types of employment and career pathways</li> <li>• How to manage feelings relating to future employment</li> <li>• How to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• About GCSE and post-16 options</li> <li>• Skills for decision making</li> </ul>
HT3	Relationships	<ul style="list-style-type: none"> <li>• Family diversity</li> <li>• Maintaining healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• About positive relationships in the home and ways to reduce homelessness amongst young people</li> </ul>

		<ul style="list-style-type: none"> <li>Dealing with family change</li> </ul>	<ul style="list-style-type: none"> <li>About conflict and its causes in different contexts, e.g. with family and friends</li> <li>Conflict resolution strategies</li> <li>How to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>How to access support services</li> </ul>
HT4	Healthy lifestyle	<ul style="list-style-type: none"> <li>Fad diets and body image</li> <li>Balanced lifestyle</li> <li>Cancer and self examination</li> </ul>	<ul style="list-style-type: none"> <li>About the relationship between physical and mental health</li> <li>About balancing work, leisure, exercise and sleep</li> <li>How to make informed healthy eating choices</li> <li>How to manage influences on body image</li> <li>To make independent health choices</li> <li>To take increased responsibility for physical health, including testicular self-examination</li> </ul>
HT5	Intimate relationships	<ul style="list-style-type: none"> <li>Intimate relationships</li> <li>Contraception and STIs</li> <li>Online identity and sex</li> </ul>	<ul style="list-style-type: none"> <li>About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>About myths and misconceptions relating to consent</li> <li>About the continuous right to withdraw consent and capacity to</li> <li>Consent</li> <li>About STIs, effective use of condoms and negotiating safer sex</li> <li>About the consequences of unprotected sex, including pregnancy</li> <li>How the portrayal of relationships in the media and pornography might affect expectations</li> <li>How to assess and manage risks of sending, sharing or passing on sexual images</li> <li>How to secure personal information online</li> </ul>
HT6	Employability skills	<ul style="list-style-type: none"> <li>Employability</li> <li>Your career path</li> <li>Enterprise project</li> </ul>	<ul style="list-style-type: none"> <li>About young people's employment rights and responsibilities</li> <li>Skills for enterprise and employability</li> <li>How to give and act upon constructive feedback</li> <li>How to manage their 'personal brand' online</li> <li>Habits and strategies to support progress</li> </ul>

Y10	UNIT TITLE	LESSON	CONTENT
HT1	Mental health	<ul style="list-style-type: none"> <li>Young people and mental health</li> <li>Recognising poor mental health</li> <li>Dealing with poor mental health</li> <li>Promoting emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>How to manage challenges during adolescence</li> <li>How to reframe negative thinking</li> <li>Strategies to promote mental health and emotional wellbeing</li> <li>About the signs of emotional or mental ill-health</li> <li>How to access support and treatment</li> <li>About the portrayal of mental health in the media</li> <li>How to challenge stigma, stereotypes and misinformation</li> </ul>
HT2	Financial decision making	<ul style="list-style-type: none"> <li>Bank accounts and savings</li> </ul>	<ul style="list-style-type: none"> <li>How to effectively budget and evaluate savings options</li> <li>How to prevent and manage debt, including understanding credit rating and pay day lending</li> </ul>

		<ul style="list-style-type: none"> <li>• Budgeting and debt</li> <li>• Gambling</li> <li>• Student finance</li> </ul>	<ul style="list-style-type: none"> <li>• How data is generated, collected and shared, and the influence of targeted advertising</li> <li>• How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• Strategies for managing influences related to gambling, including online</li> <li>• About the relationship between gambling and debt</li> </ul>
HT3	Healthy relationships	<ul style="list-style-type: none"> <li>• Social issues and relationships</li> <li>• Implications in unhealthy relationships</li> <li>• Impact of media on relationships</li> </ul>	<ul style="list-style-type: none"> <li>• About relationship values and the role of pleasure in relationships</li> <li>• About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• About the opportunities and risks of forming and conducting relationships online</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• How to recognise and challenge victim blaming about asexuality, abstinence and celibacy</li> </ul>
HT4	Exploring influence	<ul style="list-style-type: none"> <li>• Gangs and drug culture</li> <li>• Festivals and party drugs</li> <li>• Sexting and imagery</li> </ul>	<ul style="list-style-type: none"> <li>• About positive and negative role models</li> <li>• How to evaluate the influence of role models and become a positive role model for peers</li> <li>• About the media's impact on perceptions of gang culture</li> <li>• About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• How drugs and alcohol affect decision making</li> <li>• How to keep self and others safe in situations that involve substance use</li> <li>• How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• Exit strategies for pressurised or dangerous situations how to seek help for substance use and addiction</li> </ul>
HT5	Addressing extremism and radicalisation	<ul style="list-style-type: none"> <li>• Extremism</li> <li>• The radicalisation process</li> <li>• Terrorism and counter-terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• About communities, inclusion, respect and belonging</li> <li>• About the Equality Act, diversity and values</li> <li>• About how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul>
HT6	World of work	<ul style="list-style-type: none"> <li>• Preparing for next steps</li> </ul>	<ul style="list-style-type: none"> <li>• How to evaluate strengths and interests in relation to career development</li> <li>• About opportunities in learning and work</li> </ul>

		<ul style="list-style-type: none"> <li>• The labour market</li> <li>• Reflecting on the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for overcoming challenges or adversity</li> <li>• About responsibilities in the workplace</li> <li>• How to manage practical problems and health and safety</li> <li>• How to maintain a positive personal presence online</li> <li>• How to evaluate and build on the learning from work experience</li> </ul>
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Y11	UNIT TITLE	LESSON	CONTENT
HT1	Building for the future	<ul style="list-style-type: none"> <li>• Preparing for Y11</li> <li>• Ambition and expectation</li> <li>• Resilience and the future</li> <li>• Healthy online behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• How to manage the judgement of others and challenge stereotyping</li> <li>• How to balance ambition and unrealistic expectations</li> <li>• How to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• How to maintain a healthy self-concept</li> <li>• About the nature, causes and effects of stress</li> <li>• Stress management strategies, including maintaining healthy sleep habits</li> <li>• About positive and safe ways to create content online and the opportunities this offers</li> <li>• How to balance time online</li> <li>• Effective revision techniques and strategies</li> </ul>
HT2	Next steps	<ul style="list-style-type: none"> <li>• Employability and the future</li> <li>• Personal statements</li> <li>• Interview technique</li> <li>• Political decisions</li> </ul>	<ul style="list-style-type: none"> <li>• How to use feedback constructively when planning for the future</li> <li>• How to set and achieve SMART targets</li> <li>• About options post-16 and career pathways</li> <li>• About application processes, including writing CVs, personal statements and interview technique</li> <li>• How to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• About rights, responsibilities and challenges in relation to working part time whilst studying</li> </ul>
HT3	Communication in relationships	<ul style="list-style-type: none"> <li>• Assertive behaviour</li> <li>• Online safety</li> <li>• Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• About core values and emotions</li> <li>• About gender identity, gender expression and sexual orientation</li> <li>• How to communicate assertively</li> <li>• How to communicate wants and needs</li> <li>• How to handle unwanted attention, including online</li> <li>• How to challenge harassment and stalking, including online</li> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
HT4	Independent health choice	<ul style="list-style-type: none"> <li>• Healthcare services</li> </ul>	<ul style="list-style-type: none"> <li>• How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations)</li> <li>• Emergency first aid skills</li> </ul>

		<ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Personal safety</li> </ul>	<ul style="list-style-type: none"> <li>How to assess emergency and non-emergency situations and contact appropriate services</li> <li>About the links between lifestyle and some cancers</li> <li>About the importance of screening and how to perform self-examination</li> <li>About vaccinations and immunisations</li> <li>About registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>How to manage influences and risks relating to cosmetic and aesthetic body alterations, including blood, organ and stem cell donation</li> </ul>
HT5	Families	<ul style="list-style-type: none"> <li>Family diversity</li> <li>Parenthood</li> <li>Changes in relationship</li> </ul>	<ul style="list-style-type: none"> <li>About different types of families and changing family structures</li> <li>How to evaluate readiness for parenthood and positive parenting qualities</li> <li>About fertility, including how it varies and changes</li> <li>About pregnancy, birth and miscarriage</li> <li>About unplanned pregnancy options, including abortion</li> <li>About adoption and fostering</li> <li>How to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support</li> </ul>

Y12	FOCUS	CONTENT
HT1	VESPA	<ul style="list-style-type: none"> <li>Creating long term ambitions</li> <li>Long, medium and short term goal setting</li> <li>Assessing effort</li> <li>Effective learning systems</li> </ul>
HT2	VESPA	<ul style="list-style-type: none"> <li>Improving effort</li> <li>Developing effective systems</li> <li>Helping others – Hampers</li> <li>Wellbeing – drink and drug driving</li> </ul>
HT3	VESPA	<ul style="list-style-type: none"> <li>Developing effective practice strategies</li> <li>Reviewing systems</li> <li>Wellbeing – Sexual health</li> <li>Wellbeing – Self esteem</li> <li>Goals review</li> </ul>
HT4	VESPA	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Effective revision</li> <li>Effort review</li> <li>Resilience building</li> </ul>
HT5	Careers	<ul style="list-style-type: none"> <li>Vision (career focus)</li> <li>Exploring Post-18 options</li> <li>Introduction to Unifrog</li> <li>Skills and interests self assessment</li> <li>Degree apprenticeships</li> <li>University applications</li> </ul>
HT6	Careers	<ul style="list-style-type: none"> <li>UCAS registration and application</li> <li>Personal statement writing</li> <li>Super-curricular</li> </ul>

<b>Y13</b>	<b>FOCUS</b>	<b>CONTENT</b>
HT1	Vision and Careers	<ul style="list-style-type: none"> <li>• Long, medium and short term goal setting</li> <li>• UCAS applications</li> <li>• Course research</li> <li>• Personal statement writing</li> </ul>
HT2	Careers	<ul style="list-style-type: none"> <li>• UCAS applications</li> <li>• Course research</li> <li>• Personal statement writing</li> <li>• Helping others: hampers</li> <li>• Wellbeing – drink and drug driving</li> </ul>
HT3	Preparing for the future	<ul style="list-style-type: none"> <li>• Resilience and grit</li> <li>• Taxes</li> <li>• Budgeting and debt</li> <li>• Online fraud</li> <li>• Revision strategies</li> <li>• Goal review</li> </ul>
HT4	Preparing for the future	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Health: checking for cancer</li> <li>• Registering for healthcare services</li> <li>• Reducing risk</li> <li>• Creating a professional online profile</li> </ul>
HT5	Exam preparation	<ul style="list-style-type: none"> <li>• Revision</li> </ul>