



POLICY DOCUMENT FRONTPAGE

Relationships Education and Relationships & Sex Education (RSE) Policy

CURRENT POLICY

APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY

**THIS POLICY IS REGULARLY REVIEWED FOLLOWING
RECOMMENDED GUIDELINES**

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Relationships Education & Relationships & Sex Education Policy (RSE)

1. Context

At Alec Hunter Academy, Relationships and Sex Education (RSE) is an important strand in the school's positive ethos of preparing young people to face life outside and beyond school. It also forms an integral part of our delivering of safeguarding education to our young people/students.

In the planning and delivery of this programme, the varying knowledge, experience and maturity of the students are taken into consideration, as are the sometimes conflicting messages given by the less responsible sections of the media, in the way sex and morals are represented to young people.

Whilst we acknowledge parents have an important role in imparting the facts of life to their children, as a natural part of family life and discussion, it is also accepted that there will be some students who may not have had the benefit of this experience. Taking these points into consideration, the school sensitively attempts to provide a framework which will give all students the knowledge of the physical, emotional, social and moral aspects of their developing sexuality, and of their place within stable relationships. Particular attention is given to developing students' assertiveness when they are faced with peer and media pressure as well as pressure from the online world.

2. Definition

Relationships and Sex Education (RSE) is considered lifelong learning for all young people in school, irrespective of their gender, culture, ethnicity or ability.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care.

RSE does not encourage early sexual experimentation. It helps young people to understand human sexuality and to respect themselves and others. It helps them to understand the reasons for delaying sexual activity.

RSE is not about the promotion of sexual orientation. Sexual orientation and gender identify will be explored at a timely point and in a clear, sensitive and respectful manner.

RSE is about developing responsible attitudes to sexual activity and the development of their own stable, loving relationships.

Faith perspectives of RSE will be explored within Religion, Philosophy and Ethics lessons.

3. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Give our students the information they need to help them to develop healthy, nurturing relationships of all kinds, not just intimate relationships. This includes knowing what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene including how to practice safer sex through the use of contraception, timely intimate relationships and by resisting pressure to have sex (as well as not applying pressure to others)
- Help students develop feelings of self-respect, confidence and empathy as well as to develop wider character traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, a sense of justice and the importance of self-respect and self-worth.
- Teach students the correct vocabulary to describe themselves and their bodies
- Enable students to make informed and appropriate choices as they become young adults

- Help students to develop resilience when they face difficult situations in their lives
- Support students by giving them advice of when to and how to ask for help when they need it.

4. Values & Principles

In addition, Alec Hunter Academy believes that RSE should:

- Be an integral part of the life-long learning process which begins in early childhood and continues into adulthood.
- Be an entitlement to all young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept: not just one model, e.g. nuclear family. It includes a variety of types of family structures, and acceptance of different approaches.
- Encourage students and teachers to respect and share each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- Promote the important values of love, respect, and kindness for each other.
- Generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer in the delivery of Relationships and Sex Education. We aim to work in partnership with health professionals and other advisors.

5. Statutory requirements and Guidance

From April 2021, Alec Hunter Academy will be following the statutory guidance outlined in the 2019 documentation published by the Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. This guidance has replaced Sex and Relationship guidance from 2000.

In addition, we have reviewed and considered the following guidance from the Department for Education as well as other sources:

- Healthy Schools Guidance and Model Policy
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool
- Equality Act 2010 and schools (statutory guidance)
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice)
- Preventing and Tackling Bullying (advice)
- Promoting Fundamental British Values as part of SMSC in schools (guidance)
- Sexual violence and sexual harassment between children in schools (advice)
- The PSHE Association's publication of Relationships and Sex Education (RSE) for the 21st Century
- HM Government's Policy Statement: 'Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education', March 2017

6. Policy development

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

1. Review – a small group of staff pulled together all relevant information including relevant national and local guidance
2. Staff and leadership consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to make recommendations about Relationships and Sex Education

4. Pupil consultation – we investigated what exactly students want from their RSE during their Learning for Life lessons and through our School Council.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

7. Delivery of RSE

The majority of RSE is led, planned and taught by our Learning for Life Coordinator and the Learning for Life Team. Biological aspects of RSE are taught within the Science curriculum and other aspects are included in the Religion, Philosophy and Ethics curriculum. Students are also taught how to develop healthy relationships online through Computer Science lessons and the Collective Worship programme of reflections and assemblies taught in tutorial periods.

In Year 7, we provide additional lessons throughout the year on how they can build personal resilience which can impact how they respond to relationships and view themselves. This is delivered by our Therapeutics Interventions Team.

RSE lessons will often consider questions or issues that some students may find sensitive. All delivery of RSE is expected to reflect the values, aims and principles laid out by this policy. All staff who deliver RSE will be expected to adhere to all aspects of the programme of study, regardless of opinion or belief.

Where appropriate, visitors such as the school nurse or other providers may be involved in the delivery of RSE.

Delivery of RSE is usually within mixed gender groups but this is dependent upon timetabling restrictions.

For students with Special Educational Needs (SEND), it may be appropriate to offer additional support through differentiation and personalised learning. If this does occur, it will be organised in liaison with parents/carers.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing Conflict
- Discussion and group work

These skills are taught within the context of family life.

Please see the Appendix for the Programme of RSE study that is delivered at Alec Hunter Academy.

8. Roles and responsibilities

8.1 The Local Governing Body

The Local Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

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

8.3 The Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 The Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE 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, we can make arrangements to provide the student with sex education during one of those terms.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher and/or the Learning for Life Coordinator will discuss the request with parents, usually in a meeting, and take appropriate action. Alternative work will be given to students who are withdrawn from RSE. Once a student has been withdrawn from RSE lessons, they cannot take part in further RSE lessons until the request for withdrawal has been removed or until the student is within three terms of reaching the age of 16.

10. Confidentiality and Safeguarding Issues

This policy complies with the Safeguarding Policy adopted by the school.

Effective RSE may bring about disclosure of safeguarding issues. If a member of staff is concerned that a student is at risk of sexual abuse or engaging in any inappropriate sexual activity, they must follow the school's Safeguarding procedures, referring the matter via a pink slip to the Designated Safeguarding Lead.

Staff may not offer unconditional confidentiality to a student. If a member of staff learns from a student who is under 16 years old that they are sexually active or contemplating sexual activity, the school will ensure that:

- The student will be persuaded, wherever possible, to talk to a parent/carer and if necessary, seek medical advice.
- Safeguarding will be considered and referred if necessary, to the Designated Safeguarding Lead under the school's Safeguarding Policy.
- The student will be advised about contraception - this might be by the School Nurse who can offer appropriate support and advice.

11. 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 member of Leadership Group responsible for CPD as well as the Learning for Life Coordinator, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as well as to arrange training at a range of outside agencies.

12. Monitoring arrangements

The delivery of RSE is monitored by the Learning for Life Coordinator through regular attendance of training on Relationships Education, Relationships and Sex Education (RSE) and periodic updates to the curriculum. Lessons will also be monitored by learning walks and through book and planning scrutiny. The Learning for Life Coordinator will liaise regularly with the Head of Science and the Head of Computer Science to ensure that this policy is being adhered to in their respective subjects. The Learning for Life Coordinator will also liaise regularly with the member of Leadership Group

who is responsible for overseeing Personal Development and the member of Leadership Group responsible for overseeing Collective Worship and Tutorial Reflections to ensure all information delivered follows this policy.

Students' development in RSE is monitored by Learning for Life class teachers as part of our internal assessment systems using Attitude to Learning Grades Gold to Bronze which are entered on Go4Schools as part of our reporting system.

This policy will be reviewed by a member of the Senior Leadership Team on an annual basis and then shared with the full Leadership Team for review. At every annual review, the policy will be approved by the Leadership Group and the Governing Body.

Detailed Relationships Education & Relationships and Sex Education (RSE) Curriculum at Alec Hunter Academy.

In accordance with guidance from the Department of Education and the PSHE Association, we have also taken guidance on RSE from the National Children's Bureau which states that RSE is about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality and sexual health. It should be there to equip our young people with the information, skills, and positive values that they need in order to have safe fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

The majority of these topics are delivered through the Learning for Life Curriculum where content is introduced at age-appropriate points throughout Year 7-11 however in some cases Relationships and Sex Education is taught in other subjects.

Appendix Key:

Black: Relationships Education which is statutory for all students and students may not be withdrawn from these lessons.

Blue: These lessons are clearly defined Sex Education lessons and students may be withdrawn from these.

Please see Section 9 of this policy for further guidance.

Please note that students may not be withdrawn from Science-based Sex Education Lessons.

Year Group	RSE within Collective Worship (Assemblies, Tutorials and Reflections)
7-11	<p>The primary focus of Collective Worship at Alec Hunter Academy is to help students to develop moral values and build character so that they can form healthy respectful relationships in their lives as well as learning how to prepare for life in a diverse modern society. There is a strong emphasis on building attributes such as kindness, respect for one another, generosity, empathy and fairness. Students are taught about various ways they can keep safe and who they can go to if they ever need help. Within the curriculum they will cover key issues such as friendship, anti-bullying, online safety, road safety and safety within the home as well as touching on topics such as Child Criminal Exploitation (CCE), peer pressure and the dangers of joining gangs and being bystanders.</p> <p>Collective Worship, Reflections and Tutorials are delivered by the Leadership Group, Heads of Year, Tutors as well as outside agencies such as the Essex Fire Service, the Essex Police and Christian Youth Outreach (CYO).</p>

Year group	RSE within the Learning for Life Curriculum	RSE within the Science Curriculum. Please note these topics are statutory and students may not be withdrawn from these lessons.
7	<p>Respect and Relationships To understand the wide range of relationships young people have. To understand that different types of relationships will work in different ways. To consider the differences between people and learn how to respect those differences.</p> <p>What makes a good friend? To understand the importance of friendship and qualities makes a good friend. To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others.</p> <p>Friendships and Managing Them To understand the different types of friendships that exist. To understand what an unhealthy relationship might look like. To explore what being a true friend to someone really entails.</p>	<p>Human reproduction lessons include Adolescence, Reproductive system, fertilisation and implantation, development of the foetus and the menstrual cycle.</p> <p>Inheritance & Genes</p>

Being Positive and Self-Esteem

To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations. To celebrate personal strengths and achievements and promote awareness of what can affect us.

Peer Pressure and Influence

To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure. To understand when peer pressure can go wrong and how it can make someone else feel.

Avoiding Gangs

Understand the causes of why young people might want to join a gang. Understand the consequences of breaking the law and engaging in criminal behaviour. Come up with solutions for preventing young people turning into gangs.

Staying Safe Online

I can explain what a gut feeling is and how it links to my intuition. I can identify a range of risks associated with "being online". I know how to mitigate any potential risks associated with being "online" and where to go to seek further help and support

Grooming and online gaming

To define what a gaming addiction is and recognise symptoms of it. To explore the benefits and risks associated with online gaming including grooming of players. To evaluate what support networks are available to help support those in need

Knife Crime in the UK

To explain why it is wrong to ever carry a knife. To understand the legal, emotional and physical consequences of carrying a knife. To understand how knife crime impacts families and communities.

Multicultural Britain

What is my personal identity and why is diversity important?

Adolescence and Puberty

The facts regarding the changing adolescent body and menstrual wellbeing. The main changes that take place in males and females and the implications for emotional and physical health.

Growing Up

Being aware of FGM. To understand a range of issues that that may impact on you as you grow up to be an adult. To understand there are some cultural practices in the world that do not respect "your body your rules" principle and are illegal and dangerous.

Family Relationships

The different types and why we don't always get along, as well as how to work through our differences.

	<p>How to recognise the positive characteristics of healthy one-to-one relationships, which include mutual respect, the laws surrounding sexual consent, loyalty, trust, shared interests and outlook.</p> <p>Falling in love and dealing with new feelings and how to handle relationships that go wrong.</p> <p>Consent, assertiveness and boundaries Understand what constitutes consent and why consent should always be respected. To evaluate why personal space and boundaries are important when growing up. To understand how to deal with situations in an assertive way</p> <p>Politics and Parliament To understand the impact politics has on everyday life. To explore the History of the UK Parliament. To evaluate why it's better to live in a democracy rather than a dictatorship</p>	
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Year group	RSE within the Learning for Life Curriculum
8	<p>My relationship with my future</p> <p>Proud to be me and careers To identify what is important for you and what you expect from yourself, considering the beliefs and expectations that others have of you. To describe oneself-esteem and understand ways to improve it.</p> <p>Sex, the law and consent Understand what constitutes consent and why consent should always be respected. To evaluate why personal space and boundaries are important when growing up. To understand how to deal with situations in an assertive way.</p> <p>Society on and offline Child exploitation and online, how can we prevent radicalisation and recognise the signs of extremism? These lessons focus on where extremism comes from, how to prevent ourselves from being influenced by radical and extreme views. These lessons raise awareness of the dangers of stereotyping, discrimination and extreme prejudice within the world.</p> <p>County lines and what this is I understand what the term county lines means. I can explain how County lines gangs recruit and exploit young people. I understand the importance of getting immediate help for myself or a friend if I suspect they need help or are in trouble.</p> <p>County Line – Who is at risk? To understand who County Lines Gangs target and why. To identify the signs that someone is being exploited. To understand how County Lines Gangs use Psychological, financial and physical methods to make people feel trapped.</p> <p>Child Exploitation and online protection(CEOP) To define child sexual exploitation and be able to give examples. To explore a variety of risks and dangers related to being online. To evaluate how to reduce the risks associated with being online.</p> <p>Drugs and UK gangs To define the term substance misuse and understand the way drugs effect users. To explore why people, misuse substances. To evaluate what support networks are available to help support those in need.</p>

Online safety and cyber bullying

Describe the meaning of bullying and cyberbullying and the impact it can have on an individual. Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. To know how to manage oneself appropriately online.

Grooming

To understand how to stay safe online from grooming. To know how to spot a fake profile and cat fishers. To know where to seek specialist support and advice to help anyone including yourself who is at risk.

Identify and relationships – Healthy relationships

What is consent in relation to the law and why is it important we know about it? The characteristics and positive aspects of healthy one-to-one relationships.

Sexual Orientation

To understand the many different key terms and concepts that are used within this topic. To explore and challenge LGBT+ prejudices and stereotypes that are out there. To understand the damaging impact homophobic language has on people.

What is gender identity

To explore a range of languages used with gender identity. To understand the Gender Recognition Act and the difference between sex and gender. To explore and challenge gender prejudices and stereotypes that are out there.

What is RSE?

To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship. To explore what a healthy and unhealthy relationship might look like.

Dealing with Conflict Gender Identity and the *Equalities Act – what are my legal rights and responsibilities?*

To explore a range of language used with gender identity. To understand the Gender Recognition Act and the difference between sex and gender. To explore and challenge gender prejudices and stereotypes that are out there.

Healthy Respectful relationships

Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships.

What is Love?

To define the term love and understand that it comes in many forms. To understand the meaning of love between a couple and the expectations that form a positive romantic relationship.

Introduction to Contraception

To describe the concept of abstinence. To understand the three main other ways of reducing the risk of pregnancy. To be able to identify a wide range of contraceptive methods.

Periods and the menstrual cycle

To understand the menstrual cycle and its role in human reproduction. To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body's functions.

Physical Health and Mental Wellbeing – identifying bullying and how to overcome this.

Describe the meaning bullying and cyberbullying and the impact it can have on an individual. Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour. Explain where to seek support and advice on bullying/cyberbullying.

Positive relationships and what to look out for – Child abuse

To understand the different forms of child abuse. To explore the importance of consent and boundaries in any relationship. To know who to talk to and where to access support and help in relation to any form of abuse.

My relationship with my emotional health

To define the term emotional mental health. To explore why we say we are OK when we are not. To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing.

	<p>Challenging discrimination in society – Challenging discrimination To explore why homophobia exists. To explore how to assertively challenge homophobic language and phrases in school and everyday life. To understand how to handle difficult people and uncomfortable conversations.</p> <p>Exploring your identity To understand the wide variety of aspects that make up one’s identity. To understand how different things might influence your identity. To understand that it’s OK to be different and to be proud of your identity.</p> <p>Diversity and Equality around committed stable relationships including understanding diversity in relationships (LGBTQ) – <i>Sexual Orientation</i>.</p> <p>Exploring LGBT plus and associated terms To define the acronym LGBTQ+. To explore a variety of LGBT+ Role Models in British society. To understand the many different key terms and concepts that are used within the topic.</p> <p>Supporting LGBT plus To define the term ally. To explore why allies are needed for the LGBT community. To understand what can be done to support a friend in need.</p> <p>What is sexting and why is it so risky to send personal images. This lesson focus on online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising materials placed online. Students will learn about sexting as a criminal offence and the laws relating to sexting.</p> <p>What is pornography and why can it be dangerous? This focuses on the distorted image of sex that pornography presents. It also considers the impact pornography can have on self-esteem and the negative impact it can have in behaviours towards future sexual partners.</p>
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Year group	RSE within the Learning for Life Curriculum
9	<p>My relationship with social media and Online stress. To explore the link between mental health and social media usage. To identify coping strategies to manage online stress. Recognise that social media sometimes does not reflect real life.</p> <p>Relationships and partners To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship. To understand the non-physical characteristics someone might look for in a future partner. To look at relationships and understand the factors necessary to develop a relationship.</p> <p>Delaying sexual activity Understand the benefits of delaying sexual activity. To know how to be assertive and deal with undue pressure. Understand that you don’t have to do anything you don’t want to and consent and respect for each other should be paramount in any relationship.</p> <p>Sexual Consent and the law To know the legal definition of consent and the law surrounding it. To understand the practicalities of consent and the importance of it. To understand the consequences of sexual activity with no consent.</p> <p>Impact of a sexual relationship To understand the consideration to be taken before making a relationship sexual. To understand the positive and negative reasons to have sex. To explore the consequences of making a relationship sexual.</p> <p>What are STIs? Identifies five common STIs and how they are transmitted. Understand the term safe sex. Compare sexual behaviours at high, low or no risk for STIs.</p>

Treating STIs and clinics

To describe the key symptoms and risks associated with a variety of different STIs. To understand the importance of sexual health clinics and why young people after unprotected sex should always get checked.

Pleasure and masturbation

To define the terms pleasure, masturbation and sexual activities. To explore the benefits and risks associated with masturbation. To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate high risk activities.

FGM and the law

To revise the different parts of the female reproductive organs. To understand what FGM is and to know that FGM is illegal and where you can go for help and support.

Relationships and partners

To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship. To understand the non-physical characteristics someone might look for in a future partner. To look at relationships and understand the factors necessary to develop a relationship.

Contraception

To understand how a variety of different forms of contraception work. To be able to identify which types of contraception should be used. To understand the correct steps for using a condom. To explore which forms of contraception protect against STIs, pregnancy and both.

Contraception explored

To understand the block, suppress and disable methods to reduce the risk of pregnancy. To explore which forms of contraception protect against pregnancy, STIs or both. To know what thrush is and the common symptoms of it in men and women.

Sexual harassment and stalking

To define the terms and further discuss stalking and sexual harassment. To define the terms stalking and harassment. To explore the differences between flirting and sexual harassment. To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 and PFA 2012).

To understand the history of HIV and Aids

To define the terms HIV and Aids and understand the difference. To explore the different ways HIV can be transmitted and how to reduce the risk of transmission. To evaluate the importance of supporting International World Aids Day.

HIV discrimination and prejudice

To understand the history of HIV and Aids and understand the recent advances in HIV treatment and prevention. To explore how the cycle of prejudice and discrimination towards HIV and Aids sufferers can be broken down.

My relationship with legal and illegal drugs. What should I look out forward to keep myself safe – introduction to drugs. To define the term drug and understand the different forms it can take. To explore why people use drugs. To evaluate the impact drug use is having on society.

Different types of addictions.

To define the term substance addiction. To understand the different types of addictions that people can have. To evaluate whether sugar is more addictive than cocaine.

Cannabis products

To understand the different forms and street names given to cannabis. To explore why some people, take cannabis. To evaluate whether cannabis should be legalised in the UK.

	<p>Drug classifications To consider the different classifications of drugs. To explore the legal classifications of 36 drugs. To understand the key aspects of the UK’s drug policy.</p> <p>“Party drugs” – the dangerous side To explore the way “party” drugs effect users and can put them in very dangerous situations. To learn about a range of illegal drugs (Magic Mushrooms, MDMA, Ecstasy, LSD). To explore the link between county line gangs and drugs (deal lines)</p> <p>Exploring illegal drugs and effect To learn more about a variety of Class A and B drugs and the impact these drugs have on society. To explore the physical and mental impact these drugs have on users. To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs.</p> <p>Volatile substance abuse To define the term Volatile Substance Abuse. To explore the short term, long term and chronic effects of VSA. To evaluate what harm VSA is having on the individual and on society and what can be done to help those who abuse.</p> <p>Conspiracies and extremist narratives. Extremism in all its forms. To understand what a conspiracy theory is. To explore why conspiracy theories and extremism narratives are interlinked. To evaluate why conspiracy theories can be damaging to society.</p> <p>What is terrorism? To understand the iceberg analogy of terrorism. To explore why people may choose to commit an act of terrorism. To evaluate the current terror threat to the UK and explore recent acts of terrorism.</p> <p>Proud to be British? To explore if being British is still a positive identity for young people today. To understand how supporting British values can help combat extremism. To understand some of the dangers young people should be aware of and how to protect against them.</p> <p>The Radicalization process I understand how the radicalization process works. I can explore the different methods used by extremist groups to spread their ideologies. I understand what can be done to prevent myself and others from being susceptible to radicalization.</p> <p>How does Counter terrorism work I understand how counter terrorism works in the UK and the Prevent duty. I understand how to respond in a terrorist situation. I can evaluate the best way to fight extremism and the ideologies spread by extremist group.</p>
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Year group	RSE within the Learning for Life Curriculum <i>If a student is within three terms of reaching the age of 16, the student can no longer be withdrawn from the Sex Education element of the curriculum in Learning for Life.</i>	RSE within the Science Curriculum. Please note these topics are statutory and students may not be withdrawn from these lessons.
10	<p>My relationship with the media- Sexualisation of the media To explore the impact sexualisation of the media is having on teenagers. To identify the links between body image and</p>	<p>Sexual Health issues and STIs through unprotected sex. The various forms of Contraception.</p>

<p>the media’s influence on it. To evaluate whether shows like Love Island teach viewers about morals and ethics.</p> <p>Mental health and wellbeing To describe what mental health and a mental illness is. To explore the different types of mental illness. To understand what you can do to help someone with their mental health.</p> <p>Promoting emotional wellbeing Understand what wellbeing might look like in someone? Understand the meaning of mental health and emotional wellbeing. Learn strategies to improve my own and others emotional wellbeing.</p> <p>Child abuse (CSE) To define the term sexual abuse and understand the law relating to it. To understand the importance of speaking out against any form of abuse. To evaluate what support networks are available to those suffering sexual abuse.</p> <p>FGM To understand what FGM is and to know that FGM is illegal and where you can go for help and support. To explore the social and economic excuses used by people to encourage FGM. To evaluate the best way to campaign against FGM practices here in the UK and Abroad.</p> <p>Screen Times & Mobile use Exploring how technology and social media can negatively impact on your mental health. To evaluate how technology and smart phones can both be rewarding and damaging in our lives</p> <p>Exploring relationships and Sex Education Porn life vs real life To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and relationships.</p> <p>Porn materials and attitudes Pornography and the impact on society and relationships. Understand the differences between sexual relationships in real life and in pornography. Explore how the access to pornography can affect attitudes and beliefs towards sex, relationships and self. Understand the differences and similarities between sex real relationships and that which is featured in pornography. Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self.</p> <p>Sexting To understand the legal, emotional and consequences of sending sexts. To explore the reasons why some young people send sexts, nudes and dick pics. To be able to deal effectively assertively with requests and pressure to send sext.</p>	<p>The effect of lifestyle on some non-communicable diseases for example unprotected sex.</p> <p>Hormones in human reproduction Lessons in this topic include Human reproduction, Hormones and the menstrual cycle, the artificial control of fertility, Infertility treatments.</p> <p>The use of hormones to treat infertility Sexual and asexual reproduction lessons including types of reproduction and cell division in sexual reproduction.</p> <p>Advantages and disadvantages of sexual and asexual reproduction</p> <p>Puberty and hormones.</p> <p>The menstrual cycle and the hormones that can control and regulate it.</p>
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<p>Domestic abuse and domestic violence To describe a positive and healthy relationship. To understand the different types of abuse that exist. To identify where no turn to for help with abusive relationships.</p> <p>Online gambling To understand the classifications of games, films, TV shows and music videos. To explore how online gaming can lead to gambling and skin betting. To evaluate the risks associated with online gaming and online gambling.</p> <p>Keeping data safe To understand the importance of keeping personal online data safe. To learn about online fraud and be aware of different types of online scams and tricks. To identify why the dark web can be so dangerous</p> <p>Modern day slavery To define the term “Modern Day Slavery”. To examine human trafficking to the UK and evaluate the government’s response. To evaluate the best way to tackle modern day slavery in the UK and abroad.</p> <p>#Metoomovement. I can explain what the #MeToomovement is about. I can explain how the Time’s Up movement is helping to support women and equality. I understand the importance of speaking out about sexual misconduct and sexual harassment.</p> <p>Gender Equality Rights To explore the changing role of women in society over the past 100+ years. To understand the key events that led up to women gaining equal rights with men. To evaluate what support networks are available to help support those in need.</p> <p>LGBT rights and British values To define homophobia and give examples of it in British society. To explore how British values can be used to combat homophobia. To evaluate how far the UK has come in tackling various forms of discrimination.</p> <p>Domestic abuse and Violence Positive and healthy relationships and where to seek further help and advice</p> <p>Unhealthy relationships, Sexual Assault and Rape. To explore the laws regarding Rape and sexual assault.</p>	
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Year group	RSE within the Learning for Life Curriculum <i>Students cannot be withdrawn in Year 11 from RSE elements as by this point, all students will be within three terms of reaching the age of 16.</i>	RSE within the Science Curriculum. Please note these topics are statutory and students may not be withdrawn from these lessons.
11	<p>Peer on Peer abuse To define the term Peer on Peer abuse and understand what constitutes abuse. To explore circumstances when peer pressure becomes peer abuse. To evaluate what support networks are available to help support those in need.</p> <p>Love and abuse To describe a positive and healthy relationship. To understand the different types of abuse that exist. To identify where to turn to for help with abusive relationships.</p> <p>Fertility and what impacts it – importance of sexual health To increase awareness of the importance of a young person’s sexual health. To explore common myths about pregnancy and fertility. Explore where to access further information regarding sexual health can be found.</p> <p>Revisiting contraception To understand how a variety of different forms of contraception work. To be able to identify which types of contraception should be used. To understand the correct steps for using a condom. To explore which forms of contraception protect against SIT’s, pregnancy or both.</p> <p>Respect and relationships – respect, love and relationships To understand the importance of respecting others, especially those who we are in a relationship with.</p> <p>Revisiting STI’s To understand how STIs spread and the groups at higher risk. To understand the differences between viral and bacterial STIs.</p> <p>Online Reputation To define the terms digital footprints and online reputation. To understand the importance of an online audit of yourself. To understand why and how to build an online personal brand.</p> <p>War on Drugs To describe how drugs are manufactured and trafficked globally. To explore how different countries are dealing with the drugs trade. To evaluate how governments can tackle the illicit drugs trade.</p> <p>New psychoactive substances & Festivals and drugs To define the term New Psychoactive Substances and give examples. To explore why NPS drugs are so dangerous to</p>	<p>Students will spend time revising the Science topics of Reproduction and will revisit the following topics throughout the year to prepare for their GCSE in either Combined Science or Biology Separate Science:</p> <p>Sexual Health issues and STIs through unprotected sex.</p> <p>The various forms of contraception.</p> <p>The effect of lifestyle on some non-communicable diseases for example unprotected sex.</p> <p>Hormones in human reproduction. Lessons in this topic include human reproduction, hormones and the menstrual cycle, the artificial control of fertility, infertility treatments.</p> <p>The use of hormones to treat infertility</p> <p>Sexual and asexual reproduction lessons including types of reproduction and cell division in sexual reproduction.</p> <p>Advantages and disadvantages of sexual and asexual reproduction</p> <p>Puberty and hormones.</p> <p>The menstrual cycle and the hormones that can control and regulate it.</p>

<p>society. To understand how to protect yourself from peer pressure to experiment with NPS drugs.</p> <p>Virtual reality & live streaming To define the term augmented reality, virtual reality and streaming. To explore the benefits and risks associated with Virtual Reality. To explore the consequences associated with live streaming on the internet.</p> <p>My relationship with staying safe, adult health and looking after myself Testicular/prostrate cancer I know the risk factors and common symptoms of testicular cancer. I understand how to perform a testicular self-examination. I understand how difficult prostrate cancer can be to detect.</p> <p>Cervical/Breast/Ovarian cancer I know the risk factors and common symptoms of breast cancer. I understand how to perform a breast self-examination. I understand the importance of a smear test and cervical screening.</p> <p>Teenage pregnancy choices and Abortion (morals, laws and thoughts) To understand the consequences of an unplanned pregnancy. To know what to do if you think you or a friend is pregnant. To understand the options available for unplanned pregnancies.</p>	
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