



Stockport School

Relationships and Sex Education (RSE) and Health Education Policy

Policy Statement

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Department for Education

Relationships Education, Relationships and Sex Education, and
Health Education (2019)

Teaching in their PSHE lessons will build on their learning at primary, as well as develop students understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing and exploring intimate relationships and sex. 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. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity, but giving students knowledge which will empower them to make their own decisions.

Teaching about mental well-being is central to these subjects, especially as a priority for parents and teachers is their students' happiness. All of the content supports the wider work of the school in helping to foster wellbeing and develop resilience and character that we know is fundamental to students being happy and successful adults. Central to this is students' ability to believe that they can achieve their goals, both academic and personal and the development of personal attributes including kindness, integrity, generosity and honesty.

PSHE teaching which incorporates RSE contributes to and promotes Stockport School's core community values: Dedicate, Inspire, Respect, Collaborate and Aspire.

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

Stockport School is committed to help ensure that the health, safety and well-being of all students and staff assumes the highest priority. We fully support the principle of 'Every Child Matters', which is reflected in this policy in which we will help to ensure that our students stay safe and healthy in their personal and family lives, as well as in school.

Statutory Requirements

As a secondary school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

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

It should be read alongside the Department of Education guidance on RSE and also guidelines from the PSHE Association to help ensure that every element of our ethos and teaching is consistent with the formation of healthy students. In accordance with this, we will ensure that this policy and programme of study both adopts a whole-school approach and listens and responds to students' views.

At Stockport School we teach RSE as set out in this policy.

Policy Development

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

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

RSE Curriculum and Delivery

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary, taking into account the changing needs of modern society.

We recognise that parents are key people in teaching their children about sex, relationships, and growing up. We aim to work in partnership with parents and students, consulting them about the content of the schemes of work. We have an area set up with leaflets for parents on the school's VLE.

We have developed the curriculum in consultation with parents, students and staff, and have considered the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We recognise that RSE is not an isolated subject – it permeates the whole curriculum and the pastoral system.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

The programme of study has been developed through consultation with students, parents and staff, as well as meetings with the pastoral team to discuss the needs in their Year groups.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

A number of topics in Relationship Education, RSE and Health Education complement several national curriculum subjects, such as citizenship, science, computing, PE, RE and maths, and so will be delivered through these. It will also be delivered through timetabled PSHE lessons and sessions in form time. There continues to be no right of withdrawal from any part of the national curriculum.

We will also be inviting outside speakers into school to deliver some of the curriculum such as health professionals, social workers, youth workers, peer educators and self-esteem professionals.

Stockport School's PSHE programme has been tailored to meet the needs of the students within our school.

Financial Education

At Stockport School, we believe that our students should have the opportunity to *become successful, motivated, well-adjusted adults who achieve economic wellbeing*. We are aiming for our students to apply and develop their personal, learning and thinking skills across a broad range of programmes including financial literacy, and explore life beyond the school curriculum. We aim to give our students the tools to contribute positively to society and be capable of achieving economic well-being in their chosen career.

To help our students to achieve this vision, we recognise the importance of giving our students the tools to become financially independent adults, who recognise potential pitfalls and can responsibly deal with day to day finances.

Careers Education

Through careers education, information, advice and guidance (CEIAG), we aim to raise aspirations, challenge stereotypes and encourage students to consider the wide range of careers and qualification pathways available to them. CEIAG contributes to and promotes Stockport School's core community values: Dedicate, Inspire, Respect, Collaborate and Aspire.

In particular we intend our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities
- Develop independent research skills so that they can make good use of information and guidance
- Develop their understanding of employability skills and how to enhance these as individuals
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that effective CEIAG can increase students' participation in learning, raise attainment and support further progression in the transition to adulthood and employment.

For further information please see the Careers policy which goes into greater detail.

Social Media and Internet Safety

Teachers are aware that for many young people the distinction between the online world and other aspects of life is less marked than it is for some adults. Our students often operate freely in the online world, spending substantial amounts of time online. This can lead to a range of problems including the fact that social media users are sometime prepared to say things in a more extreme, unkind or exaggerated way than they might in a face to face situation. Young people can communicate online to people who they haven't met in an inappropriate way. We would like our students to be more aware of their digital footprint, and the problems of uploading content onto sharing sites as they cannot be taken down. We want to ensure that our students know how to keep themselves and their personal information safe.

The Law

It is important to know what the law says about sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Fundamental British Values

In accordance with the Department of Education publication 'Promoting Fundamental British Values as part of SMSC in Schools' (November 2014), Stockport School, should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This will be done through the National Curriculum timetabled lessons which are on the students' timetables, as well as a range of activities included in the Enrichment programme, drop down days and form time provision of SEAL.

A list of the objectives of SMSC can be found in Appendix VII.

Roles and Responsibilities

The Governing Body

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

The governing body should also make sure that:

- all students make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all students with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The named link governor for RSE is: Susan Glithero.

The Headteacher

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

Designated Safeguarding Officer

Students cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence. They have the right to expect schools to be safe and secure environments.

Stockport School recognises that at the heart of RSE and PSHE, the focus is on keeping children safe, and acknowledges the significant role the school has in preventative education.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirements to maintain an appropriate level of confidentiality. This means only involving those that need to be involved such as the Designated Safeguarding Lead. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues may be appropriate to be addressed in lessons.

Stockport School's Designated Safeguarding Lead: John Warren, Senior Deputy Headteacher

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 components of RSE

All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities. Those staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here. All staff will use the correct terms for body parts and make sure that they are using clear unequivocal language in an objective manner. Classes will discuss what 'slang' words mean and explain to the students that some terms can be found offensive. Staff will use their judgments in discussion depending on the understanding and the maturity level of the students in their class.

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.

Lead Teacher:	<u>Cat O'Gara</u>	
Staff Responsible for PSHE Lessons:	Carol Upton	Kerry Burns
	Tim Wright	Sarah Perkins
	John Bowers	Alison Lord
	John Murphy	

All staff are responsible for delivering aspects of the PSHE curriculum in form time.

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

The Headteacher 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.

Parents and Carers

Stockport School acknowledges the key role that parents and carers play in the development of their children's understanding about relationships. They are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents and carers will be able to discuss any concerns about the programme of study directly with the school.

Students

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

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Students cannot be withdrawn from the content which is delivered through the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix VIII of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and the student before taking appropriate action.

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

There is no right of withdrawal from Relationships Education or Health Education.

External Agencies

Working with external organisations can enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Stockport School will ensure that any external organisations which come into school to assist in the delivery of RSE are delivering age-appropriate content which is accessible to all students. Where needed, we are able to see lesson plans in advance, so we can ensure that it meets with the range of students' needs. Confidentiality will exist as it would do in a normal lesson, and all visitors will be made aware of how safeguarding reports would be dealt with in line with the school policy. All lessons delivered by an external body will be supervised by a member of staff from Stockport School.

Monitoring Arrangements

The delivery of RSE is monitored by the Headteacher and Cat O'Gara through:

- Joint planning
- Lesson walks
- Work and book scrutiny
- Student voice
- Self-evaluations
- Learning audits
- Discussion with SLT and the staff team

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

This policy will be reviewed by Cat O'Gara annually in September. At every review, the policy will be approved by the Governing Body and the Headteacher.

Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

Stockport School understands that all students with SEND are entitled to learn about RSE and health education and the curriculum will be designed to be inclusive of all students. We will take steps to foster healthy and respectful peer to peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic. We are actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

Stockport School is clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

Links with Other Policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Careers Policy
- E-Safety Policy
- Equal Opportunities and Diversity Policy

Review

Last Review Date: September 2021

Review Date: September 2022

Appendix I – Curriculum Map

Year 7 PSHE Lessons

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Welcome to PSHE	Describe the three PSHE overview topics and what these include. Describe some things people have to do to work well in groups.	Explain what the three PSHE overview topics are, why they are important and explain some aspects of successful group work.	Evaluate the links between the three main PSHE topic overviews and analyse what successful group work looks like as well. Contribute meaningful additions to the class room code for PSHE.
2	Puberty	Identify the changes both males and females experience during puberty.	Describe the importance of these changes and why they happen.	Explain the meaning of new key scientific terms related to puberty.
3	Self Esteem	Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study.	Explain how a person could directly apply your advice to their personal situation using detailed examples.	Analyse the root cause of each person's self-esteem and which piece of advice would be most and least useful to them explaining why you think this.
4	Famous Failures	To understand that people fail in different areas of life.	To understand that failure will happen in everyday life to all people.	To explain how to deal with failure and move forward.
5	What Makes a Great Teacher?	Students to determine the qualities which they look for in a good teacher.	Students to define the qualities they would look for and how to develop these.	Students to explain and articulate the qualities of a great teacher and how these can be developed.
6	Brain Power	Correctly identify how the brain works and what influences the brain has.	Understand each of the different parts of the brain and describe how they work.	Explain how each person brain works differently and that there are different factors which enable each students brain works differently.
7	Aspirations	Correctly identify ways of achieving our full potential and achieve our aspirations.	Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'.	Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.

Spring Term

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	An introduction to keeping safe online: Safe Social Media	Identify the negative internet uses and the information we should not make public.	Describe how an online groomer uses social media.	Analyse whether your social media profiles are safe from bullies and trolls.
2	Send Me a Pic (1)	Evaluate the positives and negatives of exploring relationships online.	Compare different types of relationships online and describe their impact.	Identify how to get help if I'm worried about anything that's happened online.
3	Send me a Pic (2)	Identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond.	Identify when someone doesn't want to send an image and how a partner should respond to this.	Describe how someone might feel if they are being pressured to send an image, and what actions they could take.
4	Send Me a Pic (3)	Evaluate my own perceptions around nude image sharing in groups.	Describe the impact non-consensual nude image sharing might have on a young person.	Identify how to support a young person who is worried about images being shared or who has had their images shared non-consensually.
5	How can we prevent online bullying?	Identify the different types of cyber bullying.	Describe what cyber bullying is and why people do it.	Analyse why the 4 Step Method to stop cyber bullying is effective.
6	How can we keep safe and positive relationships?	Describe some ways of avoiding dangerous relationships and maintaining positive ones.	Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.	Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.

Summer Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	The Rights Idea (1)	Explain the 4 guiding principles of the UNCRC.	Explain some of the key Articles of the UNCRC and the UK legislation protecting some of these rights.	Analyse how young activists are able to 'get their voices heard'.
2	The Rights Idea (2)	Explain young people's rights under Article 12, UNCRC when parents separate and the range of emotions that young people may feel when parents separate.	Identify ways in which young people can be consulted if parents separate Identify sources of support for these young people and explain how to access them.	Explain the changes to the law relating to divorce and key differences between rights of married and unmarried couples on relationship breakdown in England and Wales.
3	What does it mean to be a British Citizen?	Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.	Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.	Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.
4	What is online radicalisation and why is it a problem?	Identify the different types of radical groups.	Describe how a group may try and radicalise someone.	Explain why online radicalisation is a problem.
5	Emotional Literacy – How can I control my anger?	Identify ways we can manage our anger in a variety of different circumstances.	Apply new knowledge to describe how six students in different case studies can avoid conflict and manage anger constructively.	Explain the best ways to manage our anger depending on different situations and causes.
6	Romance, love, new feelings and teen relationships	Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.	Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.	Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.

Year 7 Tutor Time

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Healthy Lifestyle	Identify the meaning of the term 'healthy lifestyle' and the main factors that contribute towards living a healthy life.	Describe how we can live our lives healthily by ensuring we consider all of these factors regularly. Begin to plan for a healthier lifestyle.	Describe how we can live our lives healthily by ensuring we consider all of these factors regularly. Begin to plan for a healthier lifestyle.
2	How can I keep a balanced diet?	Identify foods from the different groups, their benefits and their ideal proportions in your diet.	Describe the benefits of each of the food groups and apply this knowledge to create a healthy menu.	Explain why we must be careful not to eat the food groups out of proportion and the consequences of too much fat and sugar.
3	How do I know if I'm eating healthily?	Identify unhealthy food products from reading the labels and the recommended nutritional guidance for males, females and children.	Describe visually how food products can be made healthier through designing your own nutritional breakfast bar.	Create an appropriate nutritional guidance label for a healthy cereal bar of your own design.
4	Vegan and Vegetarian	State the meaning of vegetarian and veganism and two reasons why people take up these diets.	Explain why people become vegetarian or vegan and the differences.	Explain in detail the benefits of a vegan and vegetarian diet and why some people find a vegan diet challenging.
5	The Life of Rosa Parks			
6	Black History Month			
7	What's the big deal about energy drinks?	Correctly identify the different ways energy drinks affect the body and the health issues they can cause.	Describe how energy drinks can affect your behaviour as well as how you feel and your long-term health.	Explain how consuming excess sugar and caffeine affects dopamine levels and can impact on your attainment.
8	How can I commit to a healthy life?	Identify correctly different exercises that can help us maintain a healthy weight, improve our fitness and help our hearts stay healthy.	Describe how we can keep healthy through different types of regular exercise, giving examples of these.	Explain how exercise helps us maintain healthy bodies using scientific terms.
9	What are the consequences of not living healthily?	Identify the consequences of living an unhealthy lifestyle. Identify appropriate ways we can improve our lifestyle and the long-term gains.	Describe what we must change in order to have a long and healthy life and the consequences if we don't.	Explain how common 'lifestyle diseases' develop and how making healthy changes can stop us developing these problems later on in life.

Spring Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Smoking	Describe some negative health effects of both smoking and second-hand smoke.	Explain how smoking and second-hand smoke can damage the body in a variety of ways.	Analyse why people continue to smoke despite having knowledge of the risks.
2	Bullying or Banter	Identify whether the situations are 'banter' or bullying.	Describe the consequences of 'banter' and how we can tell when banter turns to bullying.	Explain the difference between banter and bullying and why you believe each situation falls into that particular category.
3	How to be a Resilient Student	Correctly identify coping strategies that could aid our resilience in stressful situations.	Describe what each of the different coping strategies for resilience means.	Explain how we can apply the different coping strategies throughout life to enable us to be resilient.
4	Prejudice and Discrimination	Correctly identify reasons why stereotypes are wrong and the idea of race is wrong.	Describe how people gained different traits and characteristics and what this means about the human race.	Explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from.
5	UK Government	Describe MPs and their constituents' role in the British political system.	Explain in detail particular roles in the political system.	Analyse the importance of individual roles compared to others in the political system.
6	Conservative Party	Identify the political philosophy, policies and aims of the Conservative Party.	Describe Conservative Party policies and political philosophy in detail, describe the history of the Conservative party as well as their criticisms and praise.	Explain Conservative values on a variety of topics. Explain the meaning one-nation-conservatism and explain in detail the history of the Conservative party as well as their criticisms and praise.
7	Labour Party	Identify the political philosophy, policies and aims of the Labour Party.	Describe Labour Party policies and political philosophy in detail, describe the history of the Labour party as well as their criticisms and praise.	Explain Labour values on a variety of topics. Explain socialist attitudes towards excessive competition and wealth distribution.
8	Liberal Democrat Party	Identify the political philosophy, policies and aims of the Liberal Democrat Party.	Describe Liberal Democrat Party policies and political philosophy in detail, describe the history of the Liberal Democrat party as well as their criticisms and praise.	Explain Liberal Democrat values on a variety of topics. Explain socialist attitudes towards excessive competition and wealth distribution.
9	Parliament and Law Making	Illustrate the law-making process and describe at least three differences between the House of Lords and House of Commons.	Explain at least six differences between House of Lords and House of Commons.	Evaluate which house is more important. Explain how you have arrived at this decision.

Summer Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Democracy	Describe some key points of the history of British democracy.	Analyse at which points in time the biggest moves towards modern democracy were made.	Complete at least 3 challenge questions, evaluating whether democracy in Britain could be improved further today.
2	Suffragettes	Identify key points in history when women's rights have changed for the better or worse.	Explain how women's rights have improved over time and also organise the key points chronologically and the significance of the Suffragette movement.	Pick five points and explain their long-term importance in women gaining rights, using today's key terms correctly and comparing their significance to that of the Suffragette movement.
3	Media Influences	Identify a range of different media sources and begin to explain how the media influences us.	Explain clearly the way in which the mass media influences people, including examples of media and methods used.	Demonstrate an evaluative approach to discussing the media and the influence it has on people. Use real life examples to support where appropriate.
4	Families and different long-term commitments	Identify the different types of family and the roles of family members.	Describe the changes in family roles since the 1950s	Explain why roles have changed and why we need to learn about different types of families.
5	Families and different long-term commitments	Identify the different types of family and the roles of family members.	Describe the changes in family roles since the 1950s	Explain why roles have changed and why we need to learn about different types of families.
6	The Life of Barbara Gittings			
7	Pride month			
8	How dangerous are drugs and what are the different types?	Describe some negative effects of both legal and illegal drugs.	Explain how both legal and illegal drugs damage the body.	Analyse why people continue to use drugs in Britain, despite having knowledge of the risks.
9	How dangerous are drugs and what are the different types?	Describe some negative effects of both legal and illegal drugs.	Explain how both legal and illegal drugs damage the body.	Analyse why people continue to use drugs in Britain, despite having knowledge of the risks.
10	End of Year Quiz			

Year 8 PSHE Lessons

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Attitudes to Mental Health	Evaluate the links between mental health and physical health.	Identify common misconceptions about mental health.	Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health.
2	How can we keep good mental health and recognise symptoms of depression?	Correctly identify mental health illnesses and their symptoms.	Describe possible ways for us to retain good mental health and how we can recognise depression.	Explain how you could apply ideas you have learned about retaining good mental health to your own life.
3	Maintaining genuine friendships and avoiding toxic ones	Correctly identify ways we can develop genuine friendships.	Describe how it can be difficult to always be a good friend.	Explain the difference between genuine friendships and toxic friendships.
4	Self Confidence and Goals	Identify different confidence boosters and situations where they can be used.	Describe how using these boosters can aid our achievement and how we can apply them to our own lives.	Explain why we have chosen particular boosters to suit particular case studies and the role science plays in our confidence levels.
5	Self-Harm	Correctly identify cases of self-harm, dermatillomania, anxiety and depression.	Describe the characteristics of the above and how we can help support the different conditions.	Explain the difference between self-harm and dermatillomania and how we should support sufferers of either condition.
6	Managing anxiety	Correctly identify physical and mental symptoms of anxiety and some ways to deal with anxiety.	Describe possible ways for us to deal positively with anxiety in the form of a letter including statistics from health professionals.	Explain how a teenager can deal positively with anxiety and help reduce the symptoms and the differences between stress, anxiety and depression.
7	Coping with stress	Correctly identify mental health illnesses and the symptoms of stress.	Describe possible ways for us to retain good mental health and how we can deal positively with stress.	Explain how you could apply ideas you have learned about dealing positively with stress to your own life.

Spring Term

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	FGM – what is it, why is it so serious and what can we all do to help?	Identify what to look out for when a victim may have, or may be soon to experience FGM.	Describe how girls are encouraged into the process and reasons why it's often unreported.	Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.
2	Contraception	Describe some ways we can protect ourselves against unsafe sex.	Explain the pros and cons of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception.	Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.
3	Teenage Pregnancy	Identify the challenges teen parents face as well as any positives about becoming a parent at a young age.	Describe options available to young people who find themselves in this situation, where help can be found and what help is available.	Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.
4	STIs (Sexually Transmitted Diseases)	Identify the most common STIs and the best ways of preventing them.	Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.	Explain why using protection is so important and which method of protection best prevents each of the most common STIs.
5	Consent	Correctly identify cases where consent has or has not been given.	Describe the 'cup of tea' analogy and how it can be used to explain consent accurately.	Explain whether consent has been given in particular situations and how you know this.
6	The Dangers of Pornography	Correctly identify ways pornography can be harmful, both to viewers and people in the industry.	Describe some of the structural changes in the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.	Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on our society.

Summer Term

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	How can we avoid online groomers?	Correctly identify the different ways an online groomer will try to exploit someone.	Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.	Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.
2	Peer on Peer Sexual 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.
3	Homophobia – LGBT discrimination around the world	Correctly identify countries where far more needs to be done to improve LGBT rights.	Describe what is currently being done by activists and organisations and the progress they've made.	Explain the everyday issues the LGBT global community face and how they overcome them.
4	Discrimination and Stereotypes: Teenagers	Describe how young people have been portrayed in the media, including when portrayal has been positive.	Explain why people may have negative ideas about young people.	Begin to analyse the effect that this is having on young people themselves.
5	Domestic Conflict	Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict.	Describe solutions (or starting points to help) for a variety of domestic conflict case studies.	Explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences.
6	Stereotypes and Prejudice: Disability	To explain how what the Equality Act of 2010 is, how the media can influence public views about disabled people and why disabled people feel they are stereotyped.	To describe how the Equality Act helps disabled people and present a balanced argument about how the media influences public opinion.	To be able to assess the impact of the Equality Act and how media portrayal affects disabled people.

Year 8 Tutor Time

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Personal Development and Target Setting	Identify different skills and behaviours we can develop and categorise them correctly. Set a SMART target.	Describe how different people can develop their skills and behaviours and begin the plan to develop your own through use of a SMART target.	Explain why it is important we develop certain skills and behaviours in order to be successful and check the SMART targets of others.
2	Managing my behaviour to achieve	Identify self-management skills and behaviours we can develop and categorise them correctly.	Describe how different people can develop their skills and behaviours and begin the plan to develop your own by studying a successful case study.	Apply your ideas to your future profile page, detailing the steps you took to become a successful self-manager.
3	Body Image	Correctly identify the different concerns that males have about their body image.	Describe the reasons why males face these concerns what the statistics are telling us through creation of infographics.	Explain the differences between male and female concerns and whether eating disorders are a significant issue for males as well as females.
4	The Brain Changing Benefits of Exercise			
5	The Life of Harriet Tubman			
6	Black History Month			
7	Communication Skills	Describe visually new communication skills and demonstrate these skills through communicating with a partner in front of the class.	Explain the importance of particular communication skills and demonstrate new skills through communicating with a partner in front of the class.	Explain the importance of particular communication skills and demonstrate new skills through communicating with a partner in front of the class.
8	Self Esteem (1)	To create what they believe is their appearance ideal and identify the source of where this comes from.	To identify the source of appearance pressures.	To be able to challenge the sources of appearance pressures in a positive way.
9	Self Esteem (2)	To be able to identify the different types of media messages and their purpose.	To be able to understand the manipulation of media messages and the impact it has.	To be able to change their responses to media message in a positive way.
10	Self Esteem (3)	To be able to understand the comparison process.	To be able to understand the impact the comparison process can have on others.	To be able to change their script with others so that they don't feel compared.
11	Environmental Issues	Identify the main environmental issues the world faces, what causes	Describe in detail the main environmental issues the world is facing, why some	Explain the statistics behind environmental damage, analyse whether

		them and what you can do to help prevent further damage.	people are ignoring this and the different solutions that have been proposed.	you are doing enough to help and if we all have a duty as global citizens to do more.
12	Teamwork	Identify the challenges we face but also the benefits we reap by working as part of a team. Complete a task as a team successfully.	Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team.	Analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy. Make an excellent contribution to your team by using new teamwork skills.

Spring Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	A Brief History of Politics	Describe MPs and their constituents' role in the British political system.	Explain in detail particular roles in the political system.	Analyse the importance of individual roles compared to others in the political system.
2	The Political Parties	Describe MPs and their constituents' role in the British political system.	Explain in detail particular roles in the political system.	Analyse the importance of individual roles compared to others in the political system.
3	Party Political Broadcasts	Describe MPs and their constituents' role in the British political system.	Explain in detail particular roles in the political system.	Analyse the importance of individual roles compared to others in the political system.
4	The 2019 General Election	Describe MPs and their constituents' role in the British political system.	Explain in detail particular roles in the political system.	Analyse the importance of individual roles compared to others in the political system.
5	Discrimination and the Equality Act 2010	Correctly identify cases of workplace discrimination.	Explain why we needed the Equality Act 2010 and still do today by describing problems which occurred prior to the law's creation.	Create examples of your own to test your own and a partner's knowledge of the Equality Act 2010
6	Human rights: access to education	Identify some factors which stopped Mahder going to school	Describe how a number of reasons could have stopped Mahder from going to school.	Explain in detail why Mahder didn't go to school.
7	How does the law deal with young offenders?	Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders.	Be able to explain the difference between the way young offenders and adults are treated and what happens when young people commit crimes.	Be able to apply knowledge and create arguments explaining your opinion about the way young people are treated by the law.
8	Charity and Volunteering	Describe different methods of volunteering and making a positive change in our communities.	Explain why particular groups of the community need extra support at the moment.	Evaluate the most effective ways of our school helping the wider community.
9	Relationships with role models	Identify what makes someone a positive or negative role model. Research four media figures to see if they meet the criteria of positive role model and produce an informative and creative display board.	Describe in detail the issues young people face when they idolise poor role models, research and assess whether there is a link between the way some people idolise role models and their levels of self-esteem.	Explain, using today's key terminology in the correct context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people.

Summer Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	British Values: Tolerance	Describe the meaning of xenophobia, extreme nationalism and racism.	Explain why these three things are so dangerous to a peaceful society.	Analyse where xenophobia, extreme nationalism and racism originate from and why they are still causing problems in Britain to this day.
2	Who are the Radical Groups?	Identify the different religious and right-wing extremist groups.	Describe what these groups want and their beliefs.	Explain why it's important to think critically and be aware of radicalisation.
3	Religion and Cults	Put leadership qualities in order of importance	Judge the qualities of different religious leaders against criteria and explain your judgements	Create your own criteria to add to your group's Top Trumps cards evaluate which qualities would be most beneficial or dangerous depending on the motives of the leader.
4	How do Leaders Attract Converts?	Describe how religious ideas are spread today.	Explain why some religious leaders are so successful in gaining new converts and followers.	Predict the outcome of two potentially life changing situations as promised by two examples of powerful religious leaders.
5	Prejudice and Discrimination: Religion and the Sharia Law	Identify whether situations show religious prejudice or not.	Describe your own opinions about freedom of speech and religious prejudice.	Explain whether situations show religious prejudice, religious discrimination or religious ignorance. Analyse why such incidents still happen today.
6	The Life of Alan Turing			
7	Pride Month			
8	Self Esteem (4)	To be able to understand the concept of body talk.	To be able to explore examples of body talk and their consequences.	To be able to avoid body talk.
9	Self Esteem (5)	To be able to value others and their qualities.	To be able to commit to celebrating others.	To be able to plan future action to help to celebrate others.
10	End of Year Quiz			

Year 9 PSHE Lessons

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	The LGBTQAI+ Community	Correctly identify the different LGBTQAI identities and what the community want us know about these.	Describe the difference between these identities and use the new terms articulately and in the correct context.	Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.
2	Peer Pressure	Identify strategies to resist peer pressure and reasons this can be so difficult.	Describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality.	Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.
3	Abusive Relationships	Identify 'red flags' that someone may be in an abusive relationship.	Describe how a person in an abusive relationship could receive help and the services they can access.	Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.
4	Drugs and the Law	Identify correctly the penalties and fines for Class A, B and C drugs in the UK.	Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use.	Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK.
5	Alcohol Awareness	Describe some negative effects of excessive alcohol drinking.	Explain how excessive alcohol drinking can damage the body.	Analyse why people continue to drink alcohol excessively, despite having knowledge of the risks.

Spring Term

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Real Love Rocks (1) Healthy Relationships and Consent	Understand healthy and unhealthy relationships.	Recognise signs of abuse in relationships and what to do.	Understand giving and receiving consent.
2	Real Love Rocks (2) What is CSE and Grooming	To be able to explain how young people might be exploited.	Recognise signs and stage of grooming.	Know what to do if you suspect someone is being groomed.
3	Real Love Rocks (3) Keeping Safe	To understand different ways young people can be sexually exploited.	To be able to identify and reduce risks.	To know where to go for support.
4	Real Love Rocks (4) Impact of Porn and Sexting	To understand the impact pornography can have on individuals and their relationships.	To understand the law in relations to sexting.	To have an awareness of the impact of sexting and to know where to go for support and to report abuse online.
5	Selfie safety	Correctly identify the potential problems of sharing images of ourselves on the internet.	Describe the possible long and short-term consequences of sharing images of ourselves on the internet.	Explain how companies can use our images through 'implicit consent' and how selfie culture affects our personal body image.
6	Revenge porn	Correctly identify what to do to prevent revenge porn and what to do if you become a victim.	Describe the long and short-term consequences of sharing intimate images with partners or friends.	Explain, using new terminology in the correct context, the legal, short and long-term consequences for perpetrators and victims.

Summer Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Anti-social behaviour and Acid Attacks	Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.	Describe what constitutes antisocial behaviour and both the long and short-term consequences for victims and perpetrators.	Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.
2	Why do teens get involved with knife crime and what are the consequences?	Correctly identify the consequences of knife crime and why young people become involved.	Describe the long term and short-term consequences of carrying knives and why knife crime is difficult to prevent.	Explain how the methods used to stop knife crime sometimes don't help and why this is.
3	Vaccinations, organ and blood donation stem cells and hygiene	Identify the different responsible health choices we need to make. Describe the impact of these on others.	Describe what could happen to our health if we don't look after our personal hygiene and get vaccinated. Describe how donation helps our wider community.	Explain why having poor personal hygiene can have a major effect on our health. Explain why some people have objections to stem cell research and vaccinations.
4	Human rights: trafficking and genocide	Describe how modern slavery and human trafficking happen and the risks they pose to the victims.	Explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse.	Explain why the most vulnerable groups are at most risk, why it is difficult to prevent trafficking and the UK and international law surrounding both trafficking and modern slavery.
5	Fake news and critical thinking	Identify the differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal.	Describe the main reasons why people create fake news, the harm it can cause and argue on both sides about whether it should be illegal.	Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news. Articulate on both sides about whether fake news should be criminalised.
6	British Values: Identity and the Justice System	Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.	Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.	Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.

Year 9 Financial Literacy Lessons

Financial Literacy				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Wants and Needs	Correctly identify needs and wants and explain why you believe each to fall in this category.	Begin to describe where particular needs and wants fall on Maslow's Hierarchy of need.	Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in Maslow's Hierarchy and why.
2	Preparing for Adult Life	Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this.	Describe the issues young people face living independently and the best way we can prepare for independent adult lives.	Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient.
3	Making the Most of your Money	To recognise the different methods of advertising.	To describe the influences on people to spend their money.	To understand that some companies use advertising to manipulate peoples spending habits.
4	Making and Checking Transactions	Identify the correct order in which to make the most common transactions and demonstrate two successful transactions.	Describe what we must look out for and be wary of during common transactions.	Explain why we need to be particularly careful at certain points during the transactions.
5	Budgeting	Identify information about students' income and expenditure in the case studies. Describe new key terms.	Explain where sensible cuts to expenditure could be made or income increased to help students manage their money effectively.	Formulate calculations which demonstrate your maths skills and allow the students in the case studies to manage their money effectively.
6	Borrowing (1)	Correctly identify ways we can avoid debt and stay financially savvy.	Explain how people can avoid or at least minimise their debts and use the key terms in context.	Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.
7	Borrowing (2)	Correctly identify ways we can avoid debt and stay financially savvy.	Explain how people can avoid or at least minimise their debts and use the key terms in context.	Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.
8	Savings (1)	Identify when someone would need to save and how they can do it	Consider the reasons people don't or can't save and the impact this can have.	Understand the impact money worries can have on a person's mental health.
9	Savings (2)	Identify the best saving accounts and the riskiest loan products.	Describe the dangers of personal loans through the creation of a web-page for students.	Explain how we must consider interest rates when choosing the most suitable financial products for us.

10	Financial Products	Identify which financial products are most appropriate for making particular types of purchases.	Describe what particular types of financial products are designed to do and the benefits of using them.	Explain why some particular financial products may be unsuitable in some circumstances.
11	Cybersecurity	Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.	Describe what the different types of scams are and what they look like.	Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.
12	Money Laundering	Correctly identify the different types of money laundering, who is most likely to get involved and the consequences.	Describe how and why criminals launder money and how easily victims can become money mules.	Explain how you can stay out of danger and avoid the consequences of being a money mule.
13	Creating a Budget	Identify key terms and information about your own income and expenditure.	Apply appropriate calculations when preparing a budget plan and create a working excel document as evidence.	Create a personal budget plan which includes key information on income and expenditure and will enable you to successfully manage money in future.

Year 9 Tutor Time

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Behaving to achieve – why do we have rules in the classroom?	Identify poor decisions, what we want to achieve from our time at school and what we need to work on in order to do this.	Describe our classroom behaviour rules and what we will do to help establish these and invest in our future selves.	Analyse what the future may hold for us if we ignore the classroom rules and don't invest in our future selves.
2	Interpersonal skills	Identify different interpersonal skills we can develop and categorise them correctly.	Describe visually how different people can develop their interpersonal skills and begin the plan to develop your own.	Explain why we sometimes need to change our mindsets and emerging our own assumptions about ourselves and our peers.
3	Growth Mindset	Identify statements that describe either a Fixed or a Growth Mindset.	Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives.	Explain why a Growth Mindset can help us succeed and develop our skills and personal qualities.
4	Preventing Radicalisation and Extremism	Identify the most common methods used to radicalise people and what extreme ideas sound like.	Describe what radicalisation of an individual might look like.	Explain why certain people are vulnerable to radicalisation and what you should do if you suspect it's happening to someone you know.
5	The Life of Mary Seacole			
6	Black History Month			
7	Human rights: access to education	Identify some factors which stopped Mahder going to school	Describe how a number of reasons could have stopped Mahder from going to school.	Explain in detail why Mahder didn't go to school.
8	How and why does the UK help people in other countries?	Describe the different types of aid and how the UK helps other countries in need.	Explain that there are different types of aid and how they can be used in different situations.	Analyse whether aid can be sustainable and whether the UK should be spending more or less money on foreign aid.
7	Who are UNICEF and how do they help around the world?	Explain in which circumstances UNICEF provide aid to children and why.	Analyse what would happen in particular case studies if UNICEF's aid did not reach the intended children.	Evaluate how much the political climate has played a role in causing each disaster
8	Eating Disorders	Correctly identify different eating disorders and their symptoms	Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing	Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated.
9	British Community,	Describe the successes of a contemporary celebrity who is both loyal to their	Explain how being loyal to both your religion and British values is achieved.	Analyse what issues different people may have to overcome to remain loyal to their religion and

	Religion and Culture	religion and loyal to British values.		British values and explain how they manage to do this.
10	Gaslighting	To be able to describe what gaslighting is and how it may sound to someone who is suffering from it.	Explain the main warning signs of gaslighting.	To understand the red flags of gaslighting and how to help someone you suspect is being gaslighted.

Spring Term*This term is dedicated to the Options Process***Summer Term**

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Employability – Applying and preparing for the world of work	Correctly identify what would improve or worsen a person's employability in the eyes of employers.	Describe what applicants could do to improve their chances in gaining job interviews and securing employment.	Explain why some applicants would be picked over others by putting yourself in the position of the employer.
2	Enterprise and workplace skills and characteristics	Correctly identify how the case studies use enterprising skills and qualities.	Describe which enterprising skills and qualities you share and how you have previously used those skills.	Explain how you plan to use enterprising skills and qualities in the future.
3	What exactly is enterprise and what are enterprising skills and qualities?	Correctly identify enterprise skills in the workplace from examples.	Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples.	Explain why particular skills are useful in certain work place environments and how you could develop your enterprise skills in future.
4	Work skills, enterprise and the work environment	Correctly identify enterprise skills in the workplace from examples.	Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples.	Explain why particular skills are useful in certain work place environments and how you could develop your enterprise skills in future.
5	What is sustainability and how can we personally live in a more sustainable way?	Describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change	Explain why the current situation is unsustainable and why we must start caring for our environment and resources more responsibly	Personally, analyse the way you could help ensure resources and the environment are used responsibly, on a local and global level.
6	The Life of Harvey Milk			
7	Pride Month			
8	Donation and Choices (1)	Identify the steps involved in blood, organ and stem cell donation.	Describe how it might feel to be part of the donation process.	Analyse the importance of donation for individuals and for society.
9	Donation and Choices (2)	Explain choices available when it comes to donation.	Analyse some of the considerations involved in an individual's choice to donate.	Evaluate the law around organ donation in England.
10	End of Year Quiz			

Year 10 PSHE and Financial Literacy Lessons

Year 10 PSHE and Financial Literacy lessons are taught on a carousel throughout the year.

PSHE Lessons				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Break-up's, Loss, Greif and Bereavement	Correctly identify how we can help our friends and ourselves to mend a broken heart after a break-up. Correctly identify the different stages of grief and ways we can support people who are grieving.	Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions. Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages.	Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others. Explain in scientific terms what happens to a person's mind during the grieving process and why particular activities may be helpful.
2	Parenting	Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.	Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.	Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.
3	Fertility, Pregnancy and Abortion	Explain how fertility changes over a person's lifetime and some of the factors affecting this.	Explain how to maintain a healthy pregnancy.	Describe different routes to parenthood.
4	Revenge Porn			
5	Sexual Boundaries: Consent, rape and sexual harassment	Identify cases where sexual boundaries have been crossed and a crime has been committed.	Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.	Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.
6	I Love you Mum – I Promise I Won't Die			
7	Alcohol and Drugs	Analyse how alcohol and other drugs affect decision-making.	Assess the risks of substance use when travelling or socialising.	Explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs.

Financial Literacy				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	The World of Work	To identify the next steps after school.	To understand the terms surrounding working contracts and what is expected.	To be able to read a payslip and define the key terms.
2	Tax and National Insurance	Correctly identify the different items on a person's payslip and calculate some tax and national insurance contributions.	Describe what NI and tax is spent on and explain whether or not you think the tax system is fair. Correctly match up the financial terms used so far.	Explain why certain people have to pay more tax and calculate their additional contributions and student loans rates.
3	Pensions	Identify how much we need to save from various points in our lives in order to have a comfortable retirement. Explain why this is so important.	Describe problems the current UK population face when trying to save for retirement. Explain how we can best prepare financially for later life.	Explain in detail using the new key terminology why the UK is facing problems when it comes to current generations reaching retirement age.
4	Loans	Correctly identify ways we can avoid debt and stay financially savvy through case studies.	Explain how people can avoid debt or at least minimise their debts.	Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.
5	Student Finances	To recognise the need for tuition fees and the cost of going to university.	To understand the loan and that it is means assessed.	To understand how students repay their student loans.
6	Making Ethical Financial Decisions	Identify reasons why we should make ethical financial decisions.	Describe the conditions of sweatshop workers and how we can make more ethical financial decisions.	Explain meaning of social corporate responsibility and how a company can fail in this duty.
7	Consumers Rights	Correctly Identify the outcomes for consumers in situations where their rights have not been upheld.	Describe why we have consumer rights and what these rights are in particular circumstances.	Explain the responsibilities sellers have in upholding consumer rights.

Year 10 Tutor Time

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Managing social anxiety	Identify what causes people to have social anxiety and the physical symptoms of the condition.	Describe the different treatments available to people with social anxiety.	Explain how social anxiety is caused by chemicals in the body and reactions in the mind.
2	Homelessness	Identify causes of people becoming rough sleepers or homeless. Describe ways we can help people who become homeless.	Describe in detail the most significant causes for homeless in Britain. Explain the long and short-term effects on individuals.	Analyse why homelessness is on the increase and what measures could be put in place to help solve the issue.
3	Hate crime	Correctly identify whether cases are hate crimes and classify the factors behind them.	Describe why cases of hate crime are reported to be on the increase and the reasons behind this.	Explain the meaning of new key terminology and use these phrases articulately in the correct context.
4	Happiness and Positivity	Describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low.	Explain how certain activities can help to improve our moods and make us feel more positive as well as why these tips work.	Analyse the short and long term benefits of the different healthy ways we can improve our own and other people's moods.
5	The Life of Martin Luther King Jnr			
6	Black History Month			
7	Screen time	Correctly identify the consequences of too much screen time and the ways this can impact upon our mental and physical health.	Describe in detail the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation.	Explain, using today's key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive effects if enjoyed in moderation.
8	Living sustainably	Identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint.	Describe in detail the changes we can make on a personal level, but also how we can put pressure on governments and corporations to act.	Explain, using today's key terminology in the correct context, why we all need to start taking our carbon footprints seriously and evaluate whether our individual actions are pointless compared the changes corporations and governments could make.
9	Tattoos and piercings	Correctly identify the potential problems getting tattoos and body piercings at a young age can cause.	Describe the possible long term and short-term consequences of body piercings and tattoos.	Explain how small decisions made in youth can have far reaching consequences in many areas of our adult lives.

10	Overt and Covert Racism	Identify examples of racism.	Explain some reasons why racism is wrong.	Explain in detail whether certain cases are racist or not.
11	Bullying and body shaming	Correctly identify cases of body shaming, the different types and the hurt this can cause.	Describe the consequences of body shaming, how it affects self-esteem and why people do this.	Explain how we can make people feel better about their bodies, using notable or famous examples and role models.
12	The NHS	Identify how the NHS is funded.	Explain why the NHS is able to offer free medical services to the population.	Form an opinion on the cost of healthcare in the USA compared to the UK.

Spring Term

Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Why is the UK's infant death rate so high?			
2	Everything you think you know about addiction is wrong			
3	Britain and Racism	Define a 'discrimination' and categorise situations to say what is racist.	Identify key questions to test if a situation is racist.	To consider how it feels to be a victim of racism.
4	Poverty in Manchester	Know how many people are living in poverty in Manchester.	Identify at least 3 situations where someone would be classed as living in poverty.	Identify at least 3 situations where someone would be classed as homeless.
5	Risk taking and decision making	Correctly identify why young people take excessive risks and how we can make better decisions.	Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks.	Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short-term consequences of poor decision making.
6	Asylum Seekers	Describe the difference between asylum seekers and refugees.	Explain some of the difficulties faced by asylum seekers when they settle in this country.	Analyse some of the barriers faced and suggest solutions, or explain whether you think the measures are harsh enough which people have to overcome before they can become British Citizens.
7	Gambling and online gambling	Correctly identify the dangers of gambling and how they are everywhere in modern life.	Describe how it can be difficult it can be to avoid situations where you gamble, especially if you've done it before.	Explain how online gambling sites use certain methods to hook in young people and why these are hard to resist.
8	The importance of sleep	Correctly identify the symptoms of sleep deprivation, the benefits of quality sleep and create an infographic to teach others.	Describe in detail using statistics the benefits of quality sleep and the issues presented by sleep deprivation.	Explain articulately the benefits of sleep using new key terminology in the correct context
9	Digital footprints	Identify how we can take steps to manage our digital footprints, the types of content we would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.	Describe in detail how you will take each step to manage your digital footprint and how we can take measures to prevent a negative digital footprint by creating a three-step rule before posting.	Explain the impact a negative digital footprint can have on our future career and relationship prospects as well as how you can take immediate measures to prevent a negative digital footprint.

Summer Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	How does privilege affect us?	Correctly identify the meaning of privilege and how it affects the lives of everyone.	Describe the different levels of privilege, how it affects you personally and why more people should learn about it.	Analyse how the privilege levels came to be in the first place and explain what you think would need to be done to redress inequalities in society.
2	Trade unions	Describe what trade unions are and how they help employees.	Explain how a trade union could aid the employee in this case study	Hypothesise whether trade union membership has increased since the recession, explaining your answer in full
3	Cybercrime and online fraud	Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.	Describe what the different types of scams are and what they look like.	Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.
4	Sexism	Order excuses for prejudice in to how dangerous they can be and identify the main issues women face in the UK today.	Explain counter arguments against the main reasons why women are often treated differently to men.	Analyse whether certain elements of UK society are perpetuating gender prejudice.
5	Community cohesion	Describe ways in which community cohesion can improve society.	Explain in more detail why community cohesion is so important and what the consequences can be without it.	Evaluate how the positive and negative consequences of poor community cohesion and analyse why this may have come about.
6	Health and safety at work	Correctly identify a variety of possible Health and Safety hazards that can arise at work and how employers and employees must negotiate these.	Explain why workplaces must abide by Health and Safety procedures and the possible consequences for both parties if they don't.	Explain, using today's key terminology how employers use Health and Safety procedures to protect both employees and themselves.
7	End of Term Quiz			

Year 11 PSHE Lessons

Year 11 PSHE lessons are taught on a carousel throughout the year.

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Harassment and stalking	Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.	Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.	Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and harassment as acts of abuse.
2	Suicide	Correctly identify warning signs from those who may intend on suicide, describe ways we can support those with depression.	Describe the factors that contribute towards some people committing suicide, the biggest risk factors and what we can do to aid prevention.	Explain why people commit suicide, why people find it difficult to communicate their thoughts and the best ways to offer support.
3	Safe sex and chem sex	Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe nor legal.	Explain the dangers behind different unsafe sex scenarios, including chem sex and why these are unsafe or illegal.	Analyse what the short and long-term consequences might be of different unsafe sex scenarios and explain these in detail.
4	Is this Rape?	Describe what is meant by rape and consent.	Explain why the act was rape and what the repercussions will be.	Analyse what feelings the person raped might have and what the repercussions could be.
5	Online Blackmail and Sextortion	Explain what online blackmail is and the impact it may have.	Identify controlling and manipulative behaviours online.	Explain how to get help and different people and organisations who can provide support with problems young people face online.

Year 11 Tutor Time

Autumn Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Welcome to Year 11			
2	Revision Timetable			
3	Revision Techniques			
4	Budget Meals			
5	The Life of Harriet Tubman			
6	Black History Month			
7	Inside the mind of a master procrastinator			
8	The Media	Identify what happened in the Terry case.	Empathise with one of the people involved in the case.	Explain your view about whether or not famous people deserve the right to privacy.
9	United Nations	Describe a range of key aims and principles of the United Nations.	Explain the history of the United Nations and how it is organised.	Evaluate the powers of the United Nations and suggest possible problems that could arise.
10	Multiculturalism (British Values)	Identify different views about multiculturalism and clearly express your own opinions through literacy and debate tasks.	Describe different British Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK.	Analyse why some people think multiculturalism is a failed experiment and explain the counter arguments to this as well as your own viewpoints in detail. Categorise fundamental British Values correctly.

Spring Term				
Lesson	Title	Learning Outcomes		
		Emerging	Established	Exceptional
1	Perseverance and procrastination	Correctly identify cases of procrastination and describe famous cases of success through perseverance.	Describe the procrastination cycle and how people can start to break it. Describe the benefits of mastering perseverance.	Explain using new key terminology what happens to a person's mind during the procrastination cycle and why we need to master the skill of perseverance.
2	Obesity and body positivity	Correctly identify the reasons why some people think body positivity is always a good thing and why some people believe it presents problems.	Explain your own opinion on the debate surrounding body positivity and obesity, taking into consideration points from both sides of the argument.	Explain, using today's key terminology in the correct context, how the body positivity debate relates to both issues of physical and mental health.
3	Personal safety in the wider world	Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety.	Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents.	Analyse the riskiest situations living in the wider world presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others.
4	Right-wing extremism	Describe the meaning of right-wing extremism, who the different right-wing groups are and what they stand for.	Explain why some people believe right-wing extremism to be on the rise, using new key terminology in the correct context.	Analyse why there has been a rise in right-wing extremism in the US as well as the UK and whether extremism in all forms is equally as dangerous.
5	Internet safety: the dark web	Correctly identify the dangers of accessing, browsing and purchasing from the dark web.	Describe the differences between the dark web and the visible web and how criminal activity is detected online.	Explain the legal ramifications and consequences of illegal web activity, and use new terminology to explain how the dark web operates.
6	Rights and Responsibilities	A basic understanding of the different rights and freedoms of British citizens.	An understanding of the basic, political, legal and human rights held by British citizens. A clear understanding of the link between rights and responsibilities.	A developed understanding of rights and responsibilities, including who they apply to, where they come from and the principles behind them.
7	Pollution, plastics and the environment	Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimalisation.	Explain the main issues articulately using new key terminology and statistics. Describe alternative solutions.	Analyse why pollution is increasing from the developing world, the extent to which our individual actions can help and why plastic as a material is so problematic.
8	Animal rights and sustainability	Correctly identify arguments for animal rights and minimising our consumption of meat.	Explain why we need to consume less meat and your opinion on whether animals should have rights	Explain articulately using new key terminology in the correct context the arguments and counter arguments for reducing

			as well as the counter arguments.	meat consumption, analysing whether a meat tax should be introduced.
9	Globalisation	Identify the different forms of globalisation from case studies and the negative and positive aspects of globalisation.	Describe negative and positive aspects of economic, cultural and political globalisation and explain whether globalisation is now unstoppable.	Analyse whether globalisation is unstoppable and whether overall it is a positive or negative world development. Create case studies which describe aspects of cultural, economic and political development for other students to analyse.

Appendix II – Relationships and Sex Education (RSE): Secondary

The following is an excerpt from the Department of Education Relationships Education, Relationships and Sex Education (RSE) and Health Education, which was published in 2019.

69. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

71. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

73. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities

for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

75. Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

78. Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

80. Internet safety should also be addressed. Students should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

81. Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of students in designing this content.

Appendix III – Objectives covered by the End of Secondary School

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Students should know: <ul style="list-style-type: none">• that there are different types of committed, stable relationships• how these relationships might contribute to human happiness and their importance for bringing up children• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• why marriage is an important relationship choice for many couples and why it must be freely entered into• the characteristics and legal status of other types of long-term relationships• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	Students should know: <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• practical steps they can take in a range of different contexts to improve or support respectful relationships• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control• what constitutes sexual harassment and sexual violence and why these are always unacceptable• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	Students should know: <ul style="list-style-type: none">• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online• not to provide material to others that they would not want shared further and not to share personal material which is sent to them• what to do and where to get support to report material or manage issues online• the impact of viewing harmful content

	<ul style="list-style-type: none"> • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	<p>Students should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<p>Students should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix IV – Physical Health and Mental Wellbeing: Secondary

The following is an excerpt from the Department of Education Relationships Education, Relationships and Sex Education (RSE) and Health Education, which was published in 2019.

97. It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older students at appropriate points. This should enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

98. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

99. Emphasis should continue to be given to steps students can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

100. Students should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

101. Students should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

102. Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their students and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that students who have experienced problems at home may depend more on schools for support.

103. Students should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Appendix V – Physical Health and Mental Wellbeing: Secondary Objectives

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing	<p>Students should know:</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Students should know:</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Students should know:</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.• about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Students should know:</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Students should know:</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.• the law relating to the supply and possession of illegal substances.• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• the physical and psychological consequences of addiction, including alcohol dependency.• awareness of the dangers of drugs which are prescribed but still present serious health risks.• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Students should know:</p> <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• the benefits of regular self-examination and screening.

	<ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Students should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Students should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix VI – Citizenship: Secondary Objectives

Key Stage 3

Teaching should develop students' understanding of democracy, government and the rights and responsibilities of citizens. Students should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Students should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen students' understanding of democracy, government and the rights and responsibilities of citizens. Students should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Students should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Appendix VII – Promoting Fundamental British Values as part of SMSC in Schools

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Appendix VIII – Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Headteacher signature		Date	