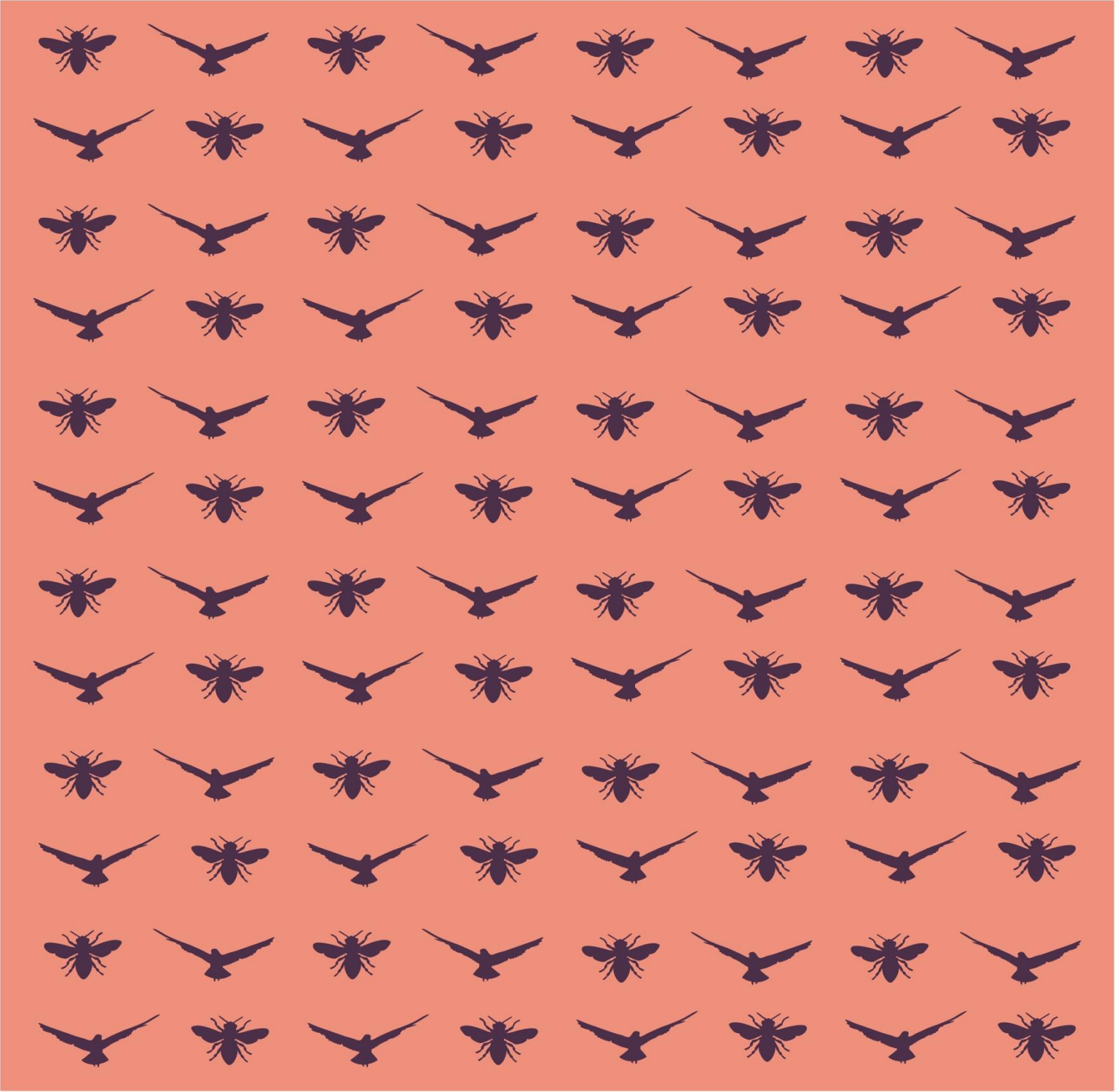


## Relationships and Sex Education Policy (Secondary)

**Contained within this document:**

Full guidance of the delivery of RSE in Nova secondary schools



# Relationships and Sex Education Policy (Secondary)



## Policy/Procedure management log

|                |                                                    |
|----------------|----------------------------------------------------|
| Document name  | Relationships and Sex Education Policy (Secondary) |
| Author         | L Miller, Director of Safeguarding                 |
| Date approved  | NET Board July 2023                                |
| Date issued    | September 2023                                     |
| Date of review | September 2024                                     |
| Reviewer       | L Miller, Director of Safeguarding                 |

## Document history

| Version | Date authored  | Reviewed by:   | Date approved  | Date issued    |
|---------|----------------|----------------|----------------|----------------|
| V1      | September 2019 | Education team | September 2019 | September 2019 |
| V2      | September 2022 | L Miller       | September 2022 | September 2022 |
| V3      | April 2023     | L Miller       | July 2023      | September 2023 |
|         |                |                |                |                |
|         |                |                |                |                |
|         |                |                |                |                |

# CONTENTS

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| 1. Introduction .....                                                   | 3  |
| 2. Aims .....                                                           | 4  |
| 3. Statutory Guidance .....                                             | 4  |
| 4. Policy Development.....                                              | 4  |
| 5. Definitions .....                                                    | 5  |
| 5.1 Relationship and Sex Education .....                                | 5  |
| 5.2 Physical Health and Mental Wellbeing.....                           | 5  |
| 6. Curriculum.....                                                      | 5  |
| 7. Delivery of RSE .....                                                | 5  |
| 8. Inclusivity .....                                                    | 6  |
| 8.1 Pupils with Special Educational Needs and Disabilities (SEND) ..... | 6  |
| 8.2 Sexual Identity and Orientation .....                               | 7  |
| 8.3 Ethnic and Cultural sensitivities.....                              | 7  |
| 8.4 Use of resources.....                                               | 7  |
| 9. Use of external organisations and materials .....                    | 7  |
| 10. Roles and Responsibilities (including monitoring) .....             | 8  |
| 10.1 The Local Governing Body .....                                     | 8  |
| 10.2 Headteacher .....                                                  | 8  |
| 10.3 Staff.....                                                         | 9  |
| 10.4 Pupils .....                                                       | 9  |
| 10.5 Parents/Carers .....                                               | 9  |
| 11. Parents right to withdraw .....                                     | 9  |
| 12. Training .....                                                      | 10 |
| 13. Links with other policies .....                                     | 10 |
| Appendix 1: By the end of secondary school pupils should know .....     | 11 |
| Appendix 2: Curriculum map .....                                        | 13 |
| Appendix 3: Parent form: withdrawal from sex education within RSE ..... | 28 |

---

## 1. Introduction

At Nova Education Trust we, along with all of our academies, are aware that 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.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

This policy outlines how we teach RSE at Toot Hill School. It will be reviewed annually to ensure that it remains relevant to the needs and experiences of our pupils and remains up to date with current guidance from both Government and the DfE.

## 2. Aims

Nova Education Trust acknowledges that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. All of our academies understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Toot Hill School, our RSHE provision underpins the values that we hold as a school. Our ambition is to develop pupils who know how to be safe and happy, whilst being prepared to face the challenges of our modern society. Our RSE curriculum endeavours to equip students with practical skills, knowledge and understanding that will allow them to live healthy, fulfilled lives through exposure to deliberately planned content that enables students to think critically and be confident in decision making.

## 3. Statutory Guidance

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

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

We also have regard to legal duties set out in:

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

The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support pupils by offering these subjects.

## 4. Policy Development

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

1. **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE

- 5. Ratification** – once amendments were made, the policy was shared with governors and ratified

## **5. Definitions**

### **5.1 Relationship and Sex Education**

- RSE is about the emotional, social and cultural development of pupils, and involves learning about health and respectful relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

### **5.2 Physical Health and Mental Wellbeing**

- Health Education is about pupils developing an awareness of the changes happening to them during puberty.
- Health education will raise awareness within all pupils about menstruation.
- As a Trust we will support our female pupils who experience period poverty.

## **6. Curriculum**

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner and to the best of their ability so that pupils are fully informed.

## **7. Delivery of RSE**

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust and schools level policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, wellbeing and safeguarding.

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At Toot Hill School, RSE is taught within the Personal Development Curriculum (PDC). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in tutor period.

RSE topics are carefully planned and interleaved throughout each year so that that pupils gradually build their knowledge and understanding, year on year. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. This long term plan can be found in Appendix 2 and on the school. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. Where possible, we will invite guest speakers or actors in, to supplement the curriculum.

The needs of all pupils, including those with special educational needs will be considered and reviewed regularly. If it is felt that additional workshops or small group sessions would be beneficial, these will be provided.

Statutory sex education element will be delivered. In segments throughout Year 8, 9 and 10, within the PDC lessons

## **8. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **8.1 Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

All of our schools aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching materials to meet the specific needs of children at different development stages.

## **8.2 Sexual Identity and Orientation**

We aim to deal sensitively and honestly with issues of sexual identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the scheme of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

## **8.3 Ethnic and Cultural sensitivities**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed group. We will respond to parental requests and concerns on an individual by individual basis.

## **8.4 Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **9. Use of external organisations and materials**

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 10. Roles and Responsibilities (including monitoring)

### 10.1 The Local Governing Body

The Local Governing Body will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.
- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 10.2 Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 11).



### 10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

All teaching staff deliver the RSE curriculum, via the PDC with their tutor set or mentor group if in College..

When managing difficult conversations or questions:

- Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.
- Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.
- All schools will need to ensure that all staff delivering RSE have received appropriate CPD including knowledge of the law.
- Teachers will act on any safeguarding concerns / disclosures as a result of the learning with the Designated Safeguarding Lead. This will be dealt with in the same way as any other disclosure made. Please refer to the Safeguarding Policy for further information.

### 10.4 Pupils

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

### 10.5 Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the Academy.

## 11. Parents right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

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

## **12. Training**

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

The 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.

## **13. Links with other policies**

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

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Equality Information
- Wellbeing policy for pupils

## Appendix 1: By the end of secondary school pupils should know

| TOPIC                                           | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families                                        | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul> |
| Online and media                                | <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

| TOPIC                                                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Being safe                                                 | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |

## **Appendix 2**

### **Toot Hill School Schemes of Work: Curriculum map**

Lead Teacher; Mrs Jen Gray

Students build on the existing knowledge and understanding, skills, attributes and values they have acquired and developed during their primary education. Our Personal Development Period acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. Our Year 7 curriculum teaches the knowledge and skills which will equip them for the opportunities and challenges of life such as managing diverse relationships, their online lives, and the increasing influence of peers and media.

## Long Term Plan

|                              |     |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |  |
|------------------------------|-----|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--|
| Year 7: Personal Development | HT1 | Respectful Relationships     | <ul style="list-style-type: none"><li>Transition - <b>Supporting moving from primary to secondary school</b>, values - <b>rings of support – who is your support network?</b></li><li>Healthy friendships – <b>introduction to key characteristics of a good friend on and offline – safely adding friends on social media apps and indecent content</b></li><li>Managing conflict –effective communication in <b>changing friendships and the breakdown of friendships – coping with friendship change/loss</b></li><li>Our community – <b>Celebrating diversity and introduction stereotypes – self-esteem and cultural identity. Exploring the cultural context of our school on and offline.</b></li><li>Respect for others—<b>understanding bullying and cyber bullying – reporting bullying</b></li><li>Being a positive bystander- <b>strategies to challenge bullying– supporting a victim of bullying</b></li></ul>       | Stereotypes, individuality, prejudice, rights, coercion, consent, tolerance, discrimination, equality, cyberbullying, bystander |  |
|                              | HT2 | My Family and I              | <ul style="list-style-type: none"><li>Relationship with yourself—<b>key concepts and responses - strategies to manage changes in yourself – signposting a friend for support</b></li><li>Menstrual wellbeing- <b>strategies to manage physical and mental changes – personal hygiene and period poverty.</b></li><li>Female Genital Mutilation (FGM) – <b>The laws and support networks – worries about FGM</b></li><li>Characteristics of committed stable relationships – <b>exploring different types of families and the importance of positive, healthy relationships – rings of support – who is your support network?</b></li><li>The roles and responsibility of parents – <b>characteristics explored – neglect, physical abuse, children being alone in the house and unsafe family friends</b></li><li>Marriage and different types of long -term relationships – <b>the laws around marriage and divorce</b></li></ul> | Committed, stable relationships, cohabiting, marriage, civil partnership, consent, harassment, arranged marriage                |  |
|                              | HT3 | The World Around Me: Careers | <ul style="list-style-type: none"><li>Unifrog launch</li><li>Enrichment activities and the development of transferrable skills</li><li>Identifying strengths to develop</li><li>Exploring future careers</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Transferrable skills, careers, future, post 16, options, enrichment                                                             |  |
|                              | HT4 | Respectful Relationships     | <ul style="list-style-type: none"><li>Romantic relationships – <b>introduction to the characteristics – signs of positive romantic relationships</b></li><li>Consent – <b>introduction to consent in romantic relationships – personal space in friendships and romantic relationships, unwanted touching</b></li><li>Coercive relationships and domestic violence – <b>Introduction to the key concepts – controlling friendships/relationships</b></li><li>Sexual harassment and sexual violence – <b>Introduction to sexual harassment and violence – sexual comments and receiving unwanted images</b></li></ul>                                                                                                                                                                                                                                                                                                               | Boundaries, privacy, personal space, respectful, tolerant, consent                                                              |  |
|                              |     |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |  |

|  |     |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |  |
|--|-----|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--|
|  | HT5 | The World Around Me: Political Systems in the UK                        | <ul style="list-style-type: none"> <li>The development of the political system of democratic government in the United Kingdom including the roles of citizens, Parliament and the monarch</li> <li>The operation of Parliament, including voting, elections and the role of political parties</li> <li>The liberties enjoyed by citizens in the UK and how these liberties contribute to our democratic political system</li> </ul> | Parliament, citizenship, voting, elections, political parties, democracy  |  |
|  | HT5 | Online and Media                                                        | <ul style="list-style-type: none"> <li>Behavioural expectations online and online risk – identifying risk and managing personal safety – sending/receiving nude images</li> <li>Laws around behaviour online – Radicalisation, extremism, sharing indecent images – being added to a group chat where extremist views are shared</li> </ul>                                                                                         | Grooming, radicalisation, isolate, indecent, possessing, privacy settings |  |
|  | HT6 | The World Around Me: Income and Budgeting<br><br>Completed in tutor set | <ul style="list-style-type: none"> <li>Income and Budgeting – The advantages and experience of budgeting</li> <li>Importance of having an income, consequences of having no income</li> <li>Mechanisms to earn money</li> <li>Importance of bank accounts and the key terms associated with them</li> </ul>                                                                                                                         | Budgeting, income, money, economic, bank account                          |  |

|                   |                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skill Development | <ul style="list-style-type: none"> <li>Identifying thinking traps</li> <li>Resilience</li> <li>Managing risk</li> <li>Identifying and accessing support</li> <li>Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>Clarifying own values</li> <li>Developing a healthy self-concept</li> <li>Building and maintaining healthy relationships</li> <li>Decision making</li> </ul> | <ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Respect for others</li> <li>Valuing diversity</li> <li>Assessing the validity and reliability of information</li> <li>Managing peer influence</li> </ul> |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. Our age appropriate Personal Development curriculum means that students begin exploring the characteristics of positive and healthy, intimate and sexual relationships. Our Year 8 curriculum purposefully revisits core knowledge and skills acquired in Year 7 to further deepen their understanding of diverse relationships, their online lives and the increasing influence of peers and media.

Long Term Plan

| Learning Cycle | Key Concepts and Themes  | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Notes                                                                                            |
|----------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| HT1            | Respectful Relationships | <ul style="list-style-type: none"> <li>Healthy friendships – expectations &amp; influences of friendships and the practical steps to support friendships – peer pressure in sexual and non-sexual ways.</li> <li>Our community – Celebrating diversity and protected characteristics –disablism</li> <li>Identifying harmful behaviour online/cyberbullying – strategies to manage being targeted/witnessing bullying – – sexualised online bullying and body shaming</li> <li>Being a positive bystander- understanding what a positive bystander is and why it is important- how to step in when witnessing unkind or bullying behaviour</li> <li>Consent and criminal behaviour within relationships – characteristics of abusive behaviours – controlling romantic behaviours - ‘if you don’t I’ll..’</li> <li>Sexual harassment and sexual violence – laws around abusive relationships – pressure to send nudes, kegging and unwanted touching</li> </ul>                               | Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect               |
| HT2            | My Family and I          | <ul style="list-style-type: none"> <li>Puberty – sexual orientation and gender identity – reflection on the key themes – strategies to support an LGBT friends.</li> <li>Laws surrounding forced marriage and honour based violence - reflecting on the laws, consequences and support – behavioural pressure in family not to have a partner</li> <li>Roles and responsibilities of parents – revisiting the key characteristics – how to have difficult conversations with parents/carers</li> <li>Unsafe relationships – revisiting the key characteristics – grooming within the familial unit</li> <li>FGM – Revisiting the law – emotional impact of FGM</li> <li>Peer pressure- Alcohol, The physical and psychological risks associated with alcohol consumption- Handling pressure to try alcohol</li> <li>Peer Pressure- Drugs, the facts about legal and illegal drugs and their associated risks, including the link between drug use,- Handling pressure to try drugs</li> </ul> | Intimacy, unregistered marriage, divorce and dissolution, assault, abuse, domestic abuse         |
| HT3            | The World Around Me      | <ul style="list-style-type: none"> <li>Reflection on transferable skills</li> <li>Development of skills and competencies</li> <li>Development of Career terminology</li> <li>Exploring the term ‘success’</li> <li>Exploring apprenticeships, Higher and Further Education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Transferrable skills, competencies, success, apprenticeship, Higher Education, Further Education |

Year 8: Personal Development



|  |     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                    |  |
|--|-----|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|
|  | HT4 | Intimate and Sexual Relationships                               | <ul style="list-style-type: none"> <li>Characteristics of positive and healthy relationships – Developing personal values in relationships – intimacy without sex</li> <li>Consent in healthy sexual relationships – media portrayal of sex – sexualisation of body image in the media</li> <li>Substances and risky sexual behaviour – Alcohol and drug influences – capacity to consent</li> <li>Contraception and STI's – different forms of contraception and sexual health advice – age appropriate touching and STI's</li> <li>Managing sexual pressure – characteristics and support mechanisms – how to say 'no'</li> </ul> | Mutual respect, consent, intimacy, withdraw, position of trust, manipulation       |  |
|  | HT5 | The World Around Me: Legal Systems in the UK                    | <ul style="list-style-type: none"> <li>The rules and laws of the justice system</li> <li>Role of the police</li> <li>Operation of courts and tribunals</li> <li>Roles played by public institutions and voluntary groups in society</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | Justice, police, operation, court, tribunal, public institutions, voluntary groups |  |
|  | HT5 | Online and Media                                                | <ul style="list-style-type: none"> <li>Online risks and laws around imaging (online vs physical word) – Revisiting the key characteristics – reporting of Whatsapp conversations/ logging into a friend's account with and without permission</li> <li>An introduction to pornography- the receiving of sexually explicit material – receiving pornography in a group chat/individually</li> </ul>                                                                                                                                                                                                                                  | Grooming, harassment, radicalisation, indecent, censorship, stalking, distorted    |  |
|  | HT6 | The World Around Me: Personal Finance<br>Completed in tutor set | <ul style="list-style-type: none"> <li>Exploring the reasons for people budgeting</li> <li>Household expenses, importance of paying bills and the consequences of not</li> <li>Loans – advantages and disadvantages</li> <li>Mortgages and renting – advantages, disadvantages, how to apply for a mortgage</li> <li>Overdrafts – authorised vs unauthorised</li> </ul>                                                                                                                                                                                                                                                             | Budgeting, expenses, bills, loans, mortgages, renting, overdrafts                  |  |

|                   |                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skill Development | <ul style="list-style-type: none"> <li>Identifying thinking traps</li> <li>Resilience</li> <li>Managing risk</li> <li>Identifying and accessing support</li> <li>Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>Clarifying own values</li> <li>Developing a healthy self-concept</li> <li>Building and maintaining healthy relationships</li> <li>Decision making</li> </ul> | <ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Respect for others</li> <li>Valuing diversity</li> <li>Assessing the validity and reliability of information</li> <li>Managing peer influence</li> </ul> |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Long Term Plan

Our Year 9 curriculum deepens and enhances our student's knowledge and understanding of our fundamental RSHE themes. Students will have opportunities to extend and rehearse skills, and further explore attitudes, values and attributes acquired during Year 8. Our bespoke curriculum reflects the emerging needs of our Year 9 students and the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

| Learning Cycle | Key Concepts and Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                    | Teacher Notes |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------|
| HT1            | Respectful Relationships <ul style="list-style-type: none"> <li>• Healthy relationships –the characteristics and strategies for strong relationships at home– managing falling out with parents and siblings</li> <li>• Protected characteristics – exploring the protected characteristics – homophobia and transphobia</li> <li>• Identifying harmful behaviour online/cyberbullying –the impact of stereotyping and discrimination on individuals and relationships–pushing, name calling, cancel culture, gaslighting</li> <li>• Consent and criminal behaviour within relationships – recognising when others are using manipulation and coercion - forced participation in sexual acts</li> <li>• Sexual harassment and sexual violence – recognising unwanted attention and unwanted physical contact–pinging bra straps, comments about sexuality, ‘bum touching’</li> <li>• Peer influence + risky behaviour - recognising peer influence and the role of alcohol and drugs – pressure to try vaping</li> <li>•</li> </ul> | Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect                            |               |
| HT2            | Intimate and Sexual Relationships <ul style="list-style-type: none"> <li>• Positive, healthy intimate relationships – Revisiting the key characteristics and managing the breakdown of romantic relationships – the importance of first sexual encounters and the health concerns.</li> <li>• Consent and managing sexual pressure – indicators of unhealthy relationships and seeking support – body language and giving friends advice on sexual encounters and judgement changes in behaviour involving alcohol/drugs.</li> <li>• Contraception and STI's – communication and negotiation skills for contraception – contraceptive use between partners</li> <li>• Reproductive health, fertility and menopause – exploring miscarriage – supporting a family member through miscarriage and the time frame of abortion.</li> </ul>                                                                                                                                                                                              | Sexual norms, coercion, intimacy, mutual respect, withdraw consent                                            |               |
| HT3            | The World Around Me: Careers <ul style="list-style-type: none"> <li>• Reflection on transferable skills</li> <li>• Reflection on career pathways</li> <li>• Exploring options to choose for GCSE</li> <li>• Exploring vocational options</li> <li>• Drafting CV</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Transferable skills, career pathways, options, vocational                                                     |               |
| HT4            | My Family and I <ul style="list-style-type: none"> <li>• Changing relationships – mechanisms to manage grief in terms of separation, divorce and bereavement – distorted relationships e.g. drinking, finance and mental health</li> <li>• Marriage and other long term relationships – the importance of stable committed relationships – local, national and international context of marriage</li> <li>• Laws around marriage and forced marriage – legal and ethical responsibilities online – marriage scams</li> <li>• Honour based violence – revisiting HBV with a particular focus on emotional pressure – Physical chastisement, murder</li> <li>• Gang based violence – factors that contribute to young people joining gangs – friend carrying a knife and the pressure to carry a weapon.</li> <li>• Drug possession and County Lines – evaluation of the dangers of illegal substances - Being asked to carry edibles for a friend.</li> </ul>                                                                        | Cohabitation, conceive, bereavement, abuse, intimacy, unregistered marriage, divorce and dissolution, assault |               |
| HT5            | The World Around Me: Wider Political Systems <ul style="list-style-type: none"> <li>• Parliamentary democracy and the key elements of the constitution in the United Kingdom</li> <li>• Different electoral systems and actions citizens can take</li> <li>• Other non-democratic and democratic forms of government in the United Kingdom</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Democracy, Parliament, electoral, citizen, non-democratic                                                     |               |

## Year 9: Personal Development

|  |     |                                                                        |                                                                                                                                                                                                                                                                                                                 |                                                                                       |  |
|--|-----|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|
|  | HT5 | Online and Media                                                       | <ul style="list-style-type: none"> <li>Online laws on sexually explicit material – Revisiting the key characteristics and the impact of sharing sexual images without consent – revenge pornography</li> <li>Fake news and Big Data – exploring fake news – identifying fake news and disinformation</li> </ul> | Grooming, harassment, indecent, censorship, stalking, distorted, fake, disinformation |  |
|  | HT6 | The World Around Me:<br>Sourcing Finance<br><br>Completed in tutor set | <ul style="list-style-type: none"> <li>Types of debit cards, their uses and associated rules</li> <li>Earnings – average salaries and pay slips</li> <li>Hire purchasing vs leasing</li> <li>Store cards</li> <li>Credit cards, their uses and associated rules</li> </ul>                                      | Debit card, earnings, hire purchase, store cards, credit cards                        |  |

|                   |                                                                                                                                                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skill Development | <ul style="list-style-type: none"> <li>Identifying thinking traps</li> <li>Resilience</li> <li>Managing risk</li> <li>Identifying and accessing support</li> <li>Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>Clarifying own values</li> <li>Developing a healthy self-concept</li> <li>Building and maintaining healthy relationships</li> <li>Decision making</li> </ul> | <ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Respect for others</li> <li>Valuing diversity</li> <li>Assessing the validity and reliability of information</li> <li>Managing peer influence</li> </ul> |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Long Term Plan

Our Year 10 Personal Development curriculum is carefully designed to allow students to explore their beliefs as well as challenge their own and others' views. Our students will build on their knowledge to ensure that they can make well informed decisions to keep themselves and others safe.

|                               |     | Learning Cycle                                | Key Concepts and Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                             | Notes |
|-------------------------------|-----|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Year 10: Personal Development | HT1 | Respectful, Intimate and Sexual Relationships | <ul style="list-style-type: none"> <li>Positive and healthy intimate relationships – <b>different types of intimacy</b> – <b>readiness and enthusiastic consent</b></li> <li>Managing pressure and coercion – <b>Strategies to manage strong emotions associated with different stages of relationships</b> – <b>risk taking (house party, field party, first time)</b></li> <li>The impact of pornography – <b>the role of pleasure in intimate relationships and the impact of pornography on people's expectations</b> – <b>exploring pornography individually and in relationships</b></li> <li>Contraception and STIs – <b>Specific STI's, their transition and reducing barriers to sexual health services</b> – <b>Safe contraceptive choices</b></li> <li>Pregnancy and choices – <b>Healthy pregnancy and lifestyle choices impact on foetus</b> – <b>wider perspectives on abortion American Law vs British Law</b></li> <li>Parenthood – <b>The importance of parenting skills and qualities for family life</b> – <b>being a teenage parent</b></li> </ul> | Assault, sexual assault, coercion, blackmail, stalking, harassment, mutual respect, sexual norms, coercion, intimacy, mutual respect, withdraw consent |       |
|                               | HT2 | The World Around Me: Careers                  | <ul style="list-style-type: none"> <li>Reflecting on transferable skills</li> <li>Writing CV</li> <li>Interview Day preparation</li> <li>Work Experience Preparation</li> <li>Careers of interest</li> <li>Post-16 options</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Transferable skills, CV, work experience, vocational, technical, Post-16                                                                               |       |
|                               | HT3 | The World Around Me: The Value of Life        | <ul style="list-style-type: none"> <li>Religious Teachings on the sanctity of life – Humanist views on the values of life and the right to life (Universal Declaration of Human Rights)</li> <li>Abortion – UK law, pro-life arguments, pro-choice</li> <li>Euthanasia – Law in the UK vs internationally, voluntary vs involuntary, arguments for and against</li> <li>Animal testing – UK law, differences between humans and animals, arguments for and against</li> <li>Cosmetic surgery – types and procedures, pressures of media, Islamic Views, Christian views</li> <li>Speciesism – animal rights laws in UK, work of PETA, exploring veganism and vegetarianism</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | Humanists, abortion, pro-life, euthanasia, cosmetic, speciesism                                                                                        |       |
|                               | HT4 | Online and Media                              | <ul style="list-style-type: none"> <li>Online vs offline behaviour (CCE and CSE)- <b>identifying risk and personal safety</b> – <b>being involved in a gang personally and as a group of friends</b></li> <li>Laws around online behaviour – <b>different motivation and contexts in which sexual images are shared</b> – <b>deformation of character and employment checks</b></li> <li>Radicalisation/Extremism/Organised Crime – <b>Strategies to support younger peers when they are in positions of influence</b> – <b>Organised crime and cyber scams</b></li> <li>Sexually explicit material – sexting and receiving images: <b>revisiting the law and consequences</b> – <b>upskirting</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                          | Grooming, harassment, radicalisation, indecent, censorship, stalking, distorted,                                                                       |       |
|                               | HT5 | The World Around Me: Law Creation             | <ul style="list-style-type: none"> <li>The importance and history of human rights</li> <li>The legal system in the UK, different sources of law and how the law helps society with complex issues</li> <li>Judicial precedent and statutory law making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Human rights, legal system, judicial precedent, statutory                                                                                              |       |

|  |     |                                                                          |                                                                                                                                                                                            |                                                                          |  |
|--|-----|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|
|  |     |                                                                          |                                                                                                                                                                                            |                                                                          |  |
|  | HT5 | Online and Media                                                         | <ul style="list-style-type: none"> <li>• Building positive online reputations</li> <li>• The right to privacy</li> <li>• Data protection and data storage</li> </ul>                       | Online reputation, privacy, data protection, GDPR                        |  |
|  | HT6 | The World Around Me: International Finance<br><br>Completed in tutor set | <ul style="list-style-type: none"> <li>• Currencies and exchange rates</li> <li>• Imports and UK trade</li> <li>• Exports and UK trade</li> <li>• International competitiveness</li> </ul> | Currency, exchange rate, exports, imports, international competitiveness |  |

|                          |                                                                                                                                                                                                       |                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skill Development</b> | <ul style="list-style-type: none"> <li>• Identifying thinking traps</li> <li>• Resilience</li> <li>• Managing risk</li> <li>• Identifying and accessing support</li> <li>• Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>• Clarifying own values</li> <li>• Developing a healthy self-concept</li> <li>• Building and maintaining healthy relationships</li> <li>• Decision making</li> </ul> | <ul style="list-style-type: none"> <li>• Empathy and compassion</li> <li>• Respect for others</li> <li>• Valuing diversity</li> <li>• Assessing the validity and reliability of information</li> <li>• Managing peer influence</li> </ul> |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Long Term Plan

As our Year 11 students approach the last year of their KS4 journey at Toot Hill School, they will refine and apply the skills and knowledge that they have learnt over the past four years. Our Year 11 students will be equipped with the knowledge to make safe, well-informed decisions into adulthood.

| Long Term Plan                |     | Learning Cycle                                        | Key Concepts and Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                           | Notes |
|-------------------------------|-----|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------|
| Year 11: Personal Development | HT1 | Drugs and alcohol<br>Basic First Aid                  | <ul style="list-style-type: none"> <li>Personal safety: the safe use of drugs and alcohol – <i>exploring different types of drug use and drinking patterns – alcohol poisoning/ spiked at a party</i></li> <li>Risky choices: the impact of drugs and alcohol – <i>exploring safety at parties/festivals, forward planning e.g. travel, contraception –keeping each other safe</i></li> <li>Managing pressure and coercion – <i>Strategies to provide accurate and reliable advice to assist others and have safe relationships– risk taking (house party, field party, first time)</i></li> <li>First Aid and CPR – <i>scenarios around situations in which first aid is administered</i></li> </ul> | Consent, enthusiastic consent, coercion, manipulation, pornography, contraception, vulnerable, intimate              |       |
|                               | HT1 | The World Around Me: The Economy and Sensible Choices | <ul style="list-style-type: none"> <li>The economy: economic growth and inflation</li> <li>Cost of living</li> <li>Unemployment: the UK picture and consequences</li> <li>Types of employment contracts and unemployment</li> <li>Consumer rights and gambling</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             | Economy, economic growth, inflation, tax, unemployment, consumer rights, gambling, consequence                       |       |
|                               | HT2 | The World Around Me: Careers                          | <ul style="list-style-type: none"> <li>Updating transferable skills and activities</li> <li>Exploring local colleges and their offers</li> <li>Exploring apprenticeships</li> <li>Exploring Higher Education</li> <li>Making a Year 11 Action Plan for Post 16</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             | Transferable skills, apprenticeships, T Levels, A Levels, vocational, technical, Higher Education, Further Education |       |

|                          |                                                                                                                                                                                                                |                                                                                                                                                                                                     |                                                                                                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skill Development</b> | <ul style="list-style-type: none"> <li>Identifying thinking traps</li> <li>Resilience</li> <li>Managing risk and peer influence</li> <li>Identifying and accessing support</li> <li>Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>Clarifying own values</li> <li>Developing a healthy self-concept</li> <li>Building and maintaining healthy relationships</li> <li>Decision making</li> </ul> | <ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Respect for others</li> <li>Valuing diversity</li> <li>Assessing the validity and reliability of information</li> </ul> |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Long Term Plan**

**Year 12**

As our KS5 students prepare for their next steps post-18, they will refine and apply the skills and knowledge that they have learnt during their time in lower school. Our KS5 students will be equipped with the knowledge to make safe, well-informed and critical decisions into adulthood having developed a strong understanding of who they are as an individual.

**KS5 Personal Development**

| Learning Cycle                                                 | Key Concepts and Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Notes |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| HT1<br>Health and Well-being                                   | <ul style="list-style-type: none"> <li>The effects on body image and self-esteem, of idealised images of bodies and pressure to conform</li> <li>Strategies to manage influences on body image</li> <li>How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>About the consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>How to manage personal relationships</li> <li>Gambling addiction – debates and understanding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |
| HT2<br>Relationships                                           | <ul style="list-style-type: none"> <li>How to seek and assertively give, not give or withdraw consent, in all contexts</li> <li>About the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>About the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>How to identify the signs of abuse, exploitation and assault or rape</li> <li>Where and how to access support and report concerns, including online</li> <li>To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>How to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>Exit strategies for unhealthy relationships</li> <li>About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help</li> <li>Exit strategies for pressurised or dangerous situations</li> <li></li> </ul> |       |
| HT3<br>Keeping yourself safe and happy                         | <ul style="list-style-type: none"> <li>How to select appropriate contraception in different contexts and relationships</li> <li>How to reduce the risk of contracting or passing on an STI</li> <li>About the advantages of delaying conception</li> <li>About unintended pregnancy and young parenthood</li> <li>About the pathways available in the event of an unintended conception</li> <li>Creating and maintaining a professional online presence, cyber security, and data protection and how creating and sharing content online can contribute to, or challenge, a positive online presence</li> <li>How to effectively challenge online content that adversely affects personal or professional reputation</li> <li>How to perform first aid</li> <li>How to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</li> <li>Road Safety education</li> <li>To understand child criminal exploitation – how to identify this and how to report.</li> </ul>                                                                                                                                                                       |       |
| HT4<br>Preparing for the world of work<br>What do I stand for? | <ul style="list-style-type: none"> <li>Updating CVs, cover letters/emails, how to talk to an employer, developing contacts and applying for WEX</li> <li>Understanding the legal and political system in the UK as well as alternative systems globally.</li> <li>Understanding British Industry: privatisation, nationalisation and links to political system and climate change.</li> <li>Understanding the British Media and who controls it and how to critically assess different media sources</li> <li>How to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information</li> <li>Your rights in the workplace: trade unions, challenging work place behaviours</li> <li>Salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>Promoting understanding of refugees, inclusion and challenging prejudice particularly in relation to religious hate crime.</li> </ul>                                                                                                                                                                                                                                     |       |
| HT5<br>What do I stand for? Continued                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |

|  |     |                                           |                                                                                                                                                                                                                                                                                                                                 |  |
|--|-----|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |     |                                           |                                                                                                                                                                                                                                                                                                                                 |  |
|  | HT6 | My Future:<br>Completed in<br>mentor time | <ul style="list-style-type: none"> <li>• Planning for a future beyond college.</li> <li>• How to write a successful personal statement for UCAS and apprenticeship applications</li> <li>• How to write a CV</li> <li>• Registering for UCAS and the teacher reference system</li> <li>• Writing personal statements</li> </ul> |  |

|                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skill Development</b> | <ul style="list-style-type: none"> <li>• Identifying thinking traps</li> <li>• Resilience</li> <li>• Managing risk and peer influence</li> <li>• Identifying and accessing support</li> <li>• Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>• Clarifying own values</li> <li>• Developing a healthy self-concept</li> <li>• Building and maintaining healthy relationships</li> <li>• Decision making</li> <li>• Independence</li> </ul> | <ul style="list-style-type: none"> <li>• Empathy and compassion</li> <li>• Respect for others</li> <li>• Valuing diversity</li> <li>• Assessing the validity and reliability of information</li> </ul> |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Long  
Term Plan  
Year 13**

As our KS5 students prepare for their next steps post-18, they will refine and apply the skills and knowledge that they have learnt during their time in lower school. Our KS5 students will be equipped with the knowledge to make safe, well-informed and critical decisions into adulthood having developed a strong understanding of who they are as an individual.

**KS5 Personal Development**

| Learning Cycle                                         | Key Concepts and Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Notes |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| HT1<br>My Future                                       | <ul style="list-style-type: none"> <li>Planning for a future beyond college.</li> <li>How to write a successful personal statement for UCAS and apprenticeship applications</li> <li>Writing personal statements</li> <li>Visits from alumni and apprenticeship providers providing a range of experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |       |
| HT2<br>My Future                                       | <ul style="list-style-type: none"> <li>Revision strategies recap/mocks</li> <li>Planning for a future beyond college.</li> <li>How to write a successful personal statement for UCAS and apprenticeship applications</li> <li>Writing personal statements</li> <li>Visits from alumni and apprenticeship providers providing a range of experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |       |
| HT3<br>Prepping for independence                       | <ul style="list-style-type: none"> <li>How to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>Accessing local and national advice, diagnosis and treatment in relation to sexual health</li> <li>Registering with new health services</li> <li>Recognising illnesses which affect young people.</li> <li>How to budget for healthy diet</li> </ul>                                                                                                                                      |       |
| HT4<br>Revision for mocks<br>The World I am going into | <ul style="list-style-type: none"> <li>About safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements</li> <li>How to evaluate savings options and pensions</li> <li>About consumer rights, how to resolve disputes and access support</li> <li>How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>How to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> <li>About the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers)</li> </ul> |       |
| HT5<br>Revision and EXAMS                              | Students will revise for exams<br><br>External exams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |
| HT6<br>EXAMS                                           | External exams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |

|                          |                                                                                                                                                                                                                |                                                                                                                                                                                                                           |                                                                                                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Skill Development</b> | <ul style="list-style-type: none"> <li>Identifying thinking traps</li> <li>Resilience</li> <li>Managing risk and peer influence</li> <li>Identifying and accessing support</li> <li>Self-regulation</li> </ul> | <ul style="list-style-type: none"> <li>Clarifying own values</li> <li>Developing a healthy self-concept</li> <li>Building and maintaining healthy relationships</li> <li>Decision making</li> <li>Independence</li> </ul> | <ul style="list-style-type: none"> <li>Empathy and compassion</li> <li>Respect for others</li> <li>Valuing diversity</li> <li>Assessing the validity and reliability of information</li> </ul> |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Relationships and Sex Education

- [Sexwise](#) - up-to-date information on all aspects of sexual and reproductive health
- [Abuse in relationships: Disrespect NoBody \(Home Office and Government Equalities Office\)](#) from PSHE
- [Consent: PSHE Association lesson plans](#)
- [LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary](#)
- [Public Health England website](#) - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers
- [Example model secondary curricula from Catholic Education](#)

## Mental health

- [Mental health and emotional wellbeing: PSHE Association lesson plans](#)
- [MindEd educational resources on children and young people's mental health](#)

## Online safety

- [Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages](#)
- [Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting](#)

[Thinkuknow](#) - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

[PSHE Association Programme of study for KS1-5](#)

Drugs and alcohol

[Teacher training on drugs, alcohol and tobacco](#) - a training module for primary and secondary schools to use to train staff to teach about drugs, alcohol and tobacco

Extremism and radicalisation

[Educate Against Hate](#) - practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization from

### Appendix 3: 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 |  |
|                                             |  |