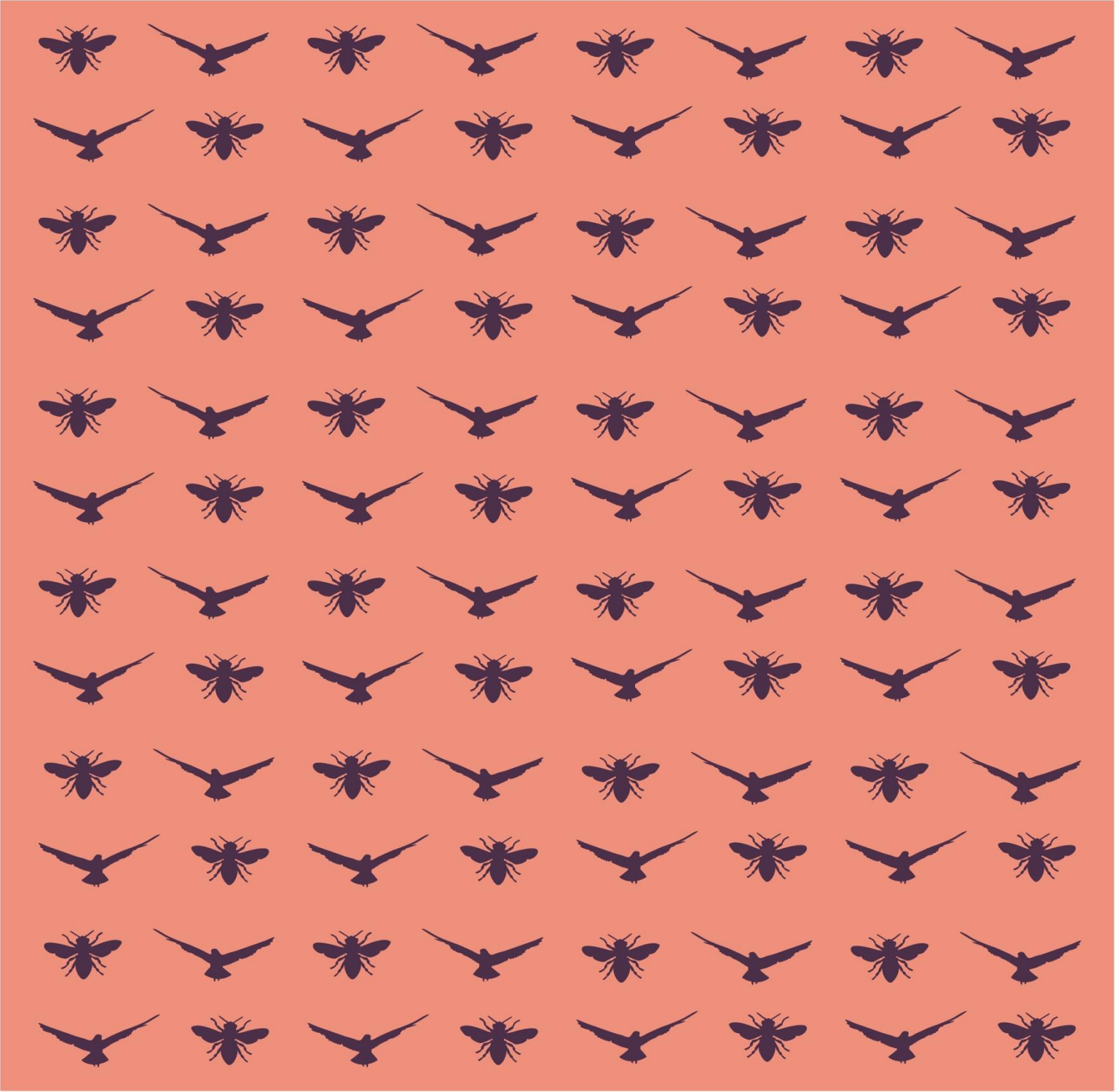


## Relationships and Sex Education Policy (Secondary)

**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

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## 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 Kirk Hallam Community Academy

## 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

### 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 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 Kirk Hallam Community Academy, RSE is taught within the Personal Development (PD) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The RSE curriculum is taught within a weekly dedicated PD lesson and tutor programme, both delivered by form tutors. A break down of topic areas and themes are detailed in appendix 3.

## 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 form tutors are responsible for teaching RSE at Kirk Hallam Community Academy.

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 take 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: 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	

## Appendix 3: Curriculum map

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>	<a href="#">Every Mind Matters – Dealing with change</a> <a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS3</a> <a href="#">PSHE Association - Firework safety</a> <a href="#">NSPCC – Talk Relationships</a> <a href="#">British Heart Foundation – Classroom RevivR</a> <a href="#">Motor Insurers' Bureau – Staying safe on the roads</a>
<b>Autumn 2</b> Living in the wider world	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>	<a href="#">Bank of England - EconoME</a> <a href="#">Changing Faces - A World of Difference</a> <a href="#">Environment Agency - Careers for change</a> <a href="#">PSHE Association – Developing learning skills</a> <a href="#">Sure – Breaking Limits</a>
<b>Spring 1</b> Relationships	<b>Diversity</b> Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>• about identity, rights and responsibilities</li> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>	<a href="#">Every Mind Matters – Bullying and cyberbullying</a> <a href="#">Home Office - Something's Not Right (abuse disclosure)</a> <a href="#">Changing Faces - A World of Difference</a> <a href="#">NSPCC Talk Relationships</a> <a href="#">PSHE Association – Friendship and bullying</a> <a href="#">PSHE Association – Belonging and community: addressing discrimination and extremism</a>

<b>Spring 2</b> <b>Health &amp; wellbeing</b>	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM  PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	<a href="#">PSHE Association - The Sleep Factor</a> <a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a> <a href="#">AYPH - A fair and equal opportunity to be healthy</a> <a href="#">Every Mind Matters - Puberty; Sleep</a> <a href="#">PSHE Association - Dental Health</a> <a href="#">PSHE Association - Drug and Alcohol Education</a> <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a> <a href="#">PSHE Association – ‘Keeping safe’ FGM guidance &amp; lesson plan (Year 7-8)</a> <a href="#">Freedom Chairty - Forced marriage and FGM</a> <a href="#">Canesten – The Truth, Undressed</a> <a href="#">University of Bristol – EDUCATE (the HPV vaccine)</a> <a href="#">Highgate School &amp; NHS Barts – Testicular Health</a>
<b>Summer 1</b> <b>Relationships</b>	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries  PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>	<a href="#">PSHE Association - Consent lesson packs</a> <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a> <a href="#">Every Mind Matters – Forming positive relationships; Positive friendships</a> <a href="#">BBFC- Making choices: sex, relationships and age ratings</a> <a href="#">Commitment: what does it mean?</a> <a href="#">Home Office - Something's Not Right (abuse disclosure)</a> <a href="#">Home Office - Preventing Involvement in Serious and Organised Crime</a> <a href="#">NCA-CEOP – Respecting me, you, us</a> <a href="#">NSPCC Talk Relationships</a>
<b>Summer 2</b> <b>Living in the wider world</b>	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices  PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> <li>• how to make safe financial choices</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>	<a href="#">Bank of England - EconoME</a> <a href="#">Media Smart - Piracy: what's the big deal?</a>

YEAR 8 – MEDIUM-TERM OVERVIEW			
Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>• about medicinal and recreational drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>	<a href="#">PSHE Association – Drug and Alcohol Education</a>  <a href="#">Every Mind Matters - Smoking; Alcohol</a>
<b>Autumn 2</b> Living in the wider world	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work  PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<a href="#">Environment Agency - Careers for change</a>
<b>Spring 1</b> Relationships	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>	<a href="#">Changing Faces - A World of Difference</a>  <a href="#">NCA-CEOP – Respecting me, you, us</a>  <a href="#">PSHE Association – Belonging and community: addressing discrimination and extremism</a>



<b>Spring 2</b> Health & wellbeing	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge misconceptions stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a>  <a href="#">Every Mind Matters – Dealing with change; Online stress and FOMO</a>
<b>Summer 1</b> Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about basic forms of contraception, e.g. condom and pill</li> </ul>	<a href="#">PSHE Association - Consent lesson packs</a>  <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a>  <a href="#">BBFC- Making choices: sex, relationships and age ratings</a>  <a href="#">Commitment: what does it mean?</a>  <a href="#">Home Office - Something's Not Right (abuse disclosure)</a>  <a href="#">NSPCC Talk Relationships</a>  <a href="#">Every Mind Matters - One-to-one relationships</a>
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks  PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	<a href="#">Cifas - Anti-Fraud Education</a>  <a href="#">Every Mind Matters – Online stress and FOMO; Body image in a digital world</a>  <a href="#">National Crime Agency - Exploring Cybercrime</a>  <a href="#">BBFC - Making choices: sex, relationships and age ratings</a>  <a href="#">Media Smart - Piracy: what's the big deal?</a>  <a href="#">NSPCC Talk Relationships</a>

## YEAR 9 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<a href="#">Medway Public Health – Gangs: Managing risks and staying safe</a> <a href="#">Every Mind Matters – Alcohol: One-to-one relationships</a> <a href="#">PSHE Association – Drug and Alcohol Education</a> <a href="#">Home Office - Preventing Involvement in Serious and Organised Crime</a> <a href="#">Medway Public Health Directorate – Relationships and sex education</a> <a href="#">PSHE Association - Vaping lesson pack</a> <a href="#">Act for Youth: RUN HIDE TELL</a>
<b>Autumn 2</b> Living in the wider world	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process  PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>	<a href="#">Environment Agency - Careers for change</a> <a href="#">PSHE Association – Developing learning skills</a> <a href="#">PSHE Association – Navigating work, study and careers</a>
<b>Spring 1</b> Relationships	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes  PoS refs: H2, , R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	<a href="#">Coram Life Education – Adoptables Schools Toolkit</a> <a href="#">Home Office - Something's Not Right (abuse disclosure)</a> <a href="#">CRESST: Curious about conflict</a> <a href="#">University of Exeter – The Rights Idea?</a> <a href="#">Medway Public Health Directorate – Relationships and sex education</a> <a href="#">PSHE Association – Mental health and emotional wellbeing</a> <a href="#">PSHE Association – Committed relationships and family life</a>

<b>Spring 2</b> Health & wellbeing	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>	<a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a> <a href="#">PSHE Association - The Sleep Factor</a> <a href="#">Every Mind Matters- Sleep</a> <a href="#">Every Mind Matters – Exam stress</a> <a href="#">Coppafeel! – Breast cancer awareness</a> <a href="#">AYPH - A fair and equal opportunity to be healthy</a> <a href="#">Canesten – The Truth, Undressed</a> <a href="#">Highgate School &amp; NHS Barts – Testicular Health</a> <a href="#">PSHE Association – Body modifications</a>
<b>Summer 1</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about facts and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>about STIs, effective use of condoms and negotiating safer sex</li> <li>about the consequences of unprotected sex, including pregnancy</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul>	<a href="#">PSHE Association - Consent lesson packs</a> <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a> <a href="#">Home Office &amp; GEO - Disrespect NoBody</a> <a href="#">BBFC- Making choices: sex, relationships and age ratings</a> <a href="#">Home Office - Something's Not Right (abuse disclosure)</a> <a href="#">You Before Two - The Fundamentals (£)</a> <a href="#">NCA-CEOP – Respecting me, you, us</a> <a href="#">NSPCC Talk Relationships</a>
<b>Summer 2</b> Living in the wider world	<b>Employability skills</b> Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>about young people's employment rights and responsibilities</li> <li>skills for enterprise and employability</li> <li>how to give and act upon constructive feedback</li> <li>how to manage their 'personal brand' online</li> <li>habits and strategies to support progress</li> <li>how to identify and access support for concerns relating to life online</li> </ul>	<a href="#">Cifas -Anti-Fraud Education</a> <a href="#">Bank of England - EconoME</a> <a href="#">PSHE Association - Careers Education lesson plans</a>

## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a>  <a href="#">BBFC - Emotional Wellbeing and the Media</a>  <a href="#">PSHE Association – Developing learning skills</a>
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>	<a href="#">Cifas – Anti Fraud Education</a>  <a href="#">Demos &amp; GambleAware - Resilience to gambling</a>  <a href="#">National Crime Agency - Exploring Cybercrime</a>
<b>Spring 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	<a href="#">PSHE Association - Consent lesson packs</a>  <a href="#">Home Office &amp; GEO - Disrespect NoBody</a>  <a href="#">University of Exeter – Working out relationships?</a>  <a href="#">Medway Public Health Directorate – Relationships and Sex Education</a>

	<p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>how to recognise and challenge victim blaming</li> <li>about asexuality, abstinence and celibacy</li> </ul>	<p><a href="#">Home Office - Something's Not Right (abuse disclosure)</a></p> <p><a href="#">NSPCC Talk Relationships</a></p> <p><a href="#">Every Mind Matters - One-to-one relationships; Positive friendships</a></p> <p><a href="#">University of Exeter - Modern Families</a></p> <p><a href="#">PSHE Association - Friendship and bullying</a></p>
<p><b>Spring 2</b></p> <p><b>Health &amp; wellbeing</b></p>	<p><b>Exploring influence</b></p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>how drugs and alcohol affect decision making</li> <li>how to keep self and others safe in situations that involve substance use</li> <li>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>exit strategies for pressurised or dangerous situations</li> <li>how to seek help for substance use and addiction</li> </ul>	<p><a href="#">Medway Public Health - Gangs: Managing risks and staying safe</a></p> <p><a href="#">PSHE Association - Drug and Alcohol Education</a></p> <p><a href="#">Act for Youth: RUN HIDE TELL</a></p> <p><a href="#">Thames Valley Police - Tackling Violence Against Women and Girls</a></p>
<p><b>Summer 1</b></p> <p><b>Relationships</b></p>	<p><b>Addressing extremism and radicalisation</b></p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> <li>about communities, inclusion, respect and belonging</li> <li>about the Equality Act, diversity and values</li> <li>about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>how to manage conflicting views and misleading information</li> <li>how to safely challenge discrimination, including online</li> <li>how to recognise and respond to extremism and radicalisation</li> </ul>	<p><a href="#">PSHE Association - Belonging and community: addressing discrimination and extremism</a></p> <p><a href="#">Google and ISD: Be Internet Citizens</a></p>
<p><b>Summer 2</b></p> <p><b>Living in the wider world</b></p>	<p><b>Work experience</b></p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> <li>how to evaluate strengths and interests in relation to career development</li> <li>about opportunities in learning and work</li> <li>strategies for overcoming challenges or adversity</li> <li>about responsibilities in the workplace</li> <li>how to manage practical problems and health and safety</li> <li>how to maintain a positive personal presence online</li> <li>how to evaluate and build on the learning from work experience</li> </ul>	<p><a href="#">Environment Agency - Growing careers for positive change</a></p> <p><a href="#">PSHE Association - Careers Education lesson plans</a></p> <p><a href="#">PSHE Association - Navigating work, study and careers</a></p>

## YEAR 11 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn 1</b> Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>	<a href="#">PSHE Association - Mental Health and Emotional Wellbeing</a>  <a href="#">PSHE Association - The Sleep Factor</a>  <a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a>  <a href="#">Every Mind Matters – Dealing with change; Exam stress</a>  <a href="#">Google and ISD: Be Internet Citizens</a>  <a href="#">AYPH - A fair and equal opportunity to be healthy</a>
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	<a href="#">PSHE Association - Careers Education lesson plans</a>  <a href="#">Environment Agency – Growing careers for positive change</a>  <a href="#">PSHE Association – Navigating work, study and careers</a>
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> </ul>	<a href="#">Medway Public Health Directorate – Relationships and Sex Education</a>  <a href="#">NCA-CEOP: Online blackmail</a>  <a href="#">University of Exeter – Working out relationships?</a>



	<p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> <li>about various forms of relationship abuse</li> <li>about unhealthy, exploitative and abusive relationships</li> <li>how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p><a href="#">Home Office - Something's Not Right (abuse disclosure)</a></p> <p><a href="#">Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours</a></p> <p><a href="#">NSPCC Talk Relationships</a></p> <p><a href="#">PSHE Association – Friendship and bullying</a></p> <p><a href="#">Thames Valley Police – Tackling Violence Against Women and Girls</a></p> <p><a href="#">PSHE Association – Body modifications</a></p>
<p><b>Spring 2</b></p> <p>Health &amp; wellbeing</p>	<p><b>Independence</b></p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>emergency first aid skills</li> <li>how to assess emergency and non-emergency situations and contact appropriate services</li> <li>about the links between lifestyle and some cancers</li> <li>about the importance of screening and how to perform self examination</li> <li>about vaccinations and immunisations</li> <li>about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>about blood, organ and stem cell donation</li> </ul>	<p><a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS4</a></p> <p><a href="#">Coppafeel! – Breat cancer awareness</a></p> <p><a href="#">Orchid - What is testicular cancer?</a></p> <p><a href="#">NHS Blood and Transplant - Exploring blood, organ and stem cell donation</a></p> <p><a href="#">You Before Two - The Fundamentals (£)</a></p> <p><a href="#">AYPH - A fair and equal opportunity to be healthy</a></p> <p><a href="#">Canesten – The Truth, Undressed</a></p> <p><a href="#">Highgate School &amp; NHS Barts – Testicular Health</a></p> <p><a href="#">Act for Youth: RUN HIDE TELL</a></p> <p><a href="#">Motor Insurers' Bureau – Staying safe on the roads</a></p> <p><a href="#">You Before Two – Contraception Choices (£)</a></p> <p><a href="#">Thames Valley Police – Tackling Violence Against Women and Girls</a></p>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> <li>about different types of families and changing family structures</li> <li>how to evaluate readiness for parenthood and positive parenting qualities</li> <li>about fertility, including how it varies and changes</li> <li>about pregnancy, birth and miscarriage</li> <li>about unplanned pregnancy options, including abortion</li> <li>about adoption and fostering</li> <li>how to manage change, loss, grief and bereavement</li> <li>about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	<p><a href="#">PSHE Association – Fertility and pregnancy choices</a></p> <p><a href="#">University of Exeter – Working out relationships?</a></p> <p><a href="#">Winston's Wish - Lessons on loss and bereavement</a></p> <p><a href="#">University of Exeter – The Rights Idea?</a></p> <p><a href="#">University of Exeter - Modern Families</a></p> <p><a href="#">Freedom Charity - Forced marriage and FGM</a></p> <p><a href="#">PSHE Association – Committed relationships and family life</a></p>