




King Solomon High School

**Relationships and Sex
Education (RSE) Health Education**

**Personal, Social, Health and
Economic Education (PSHE) Policy**

Introduction

Key people / dates

 King Solomon High School	Designated Safeguarding Lead (DSL) team	Miss K Burack
	Online-safety / safeguarding link governor	Mr Teague / Mr R Teague
	PSHE/RSHE lead	Mr T Precious
	Chair of Governors	Brian Westbury
	Date this policy was reviewed and by whom	September 2023 Miss K Burack
	Date of next review and by whom	September 2024 Miss K Burack

Policy Review

This policy was reviewed and adopted at the Governing Body Meeting on: 18th September 2022

This policy is due for review on 10th September 2024

Signature:

Date: 30th September 2023

Headteacher

Signature:

Date: 30th September 2023

Chair of Governors

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Section 1: Vision statement

At King Solomon High School we believe that our high-quality relationships, sex and health education and a broader personal, social, health and economic education (PSHE) will stay with our students for life. This policy aims to reflect our school's intention to offer the highest quality of education for our students.

It also reflects our motto which emphasises the vision of our co-educational, inclusive modern, orthodox Jewish school community; that of developing well rounded, proud, loyal young people, who will be responsible and contributing members of wider society.

'If I am not for myself who will be for me?

If I am only for myself who am I?

If not now, when?'

(Ethics of the Fathers 1:14)

Sex education is part of the personal, social, health (PSHE) and citizenship education curriculum in our school. RSE (relationships and sex education) and health education is not about encouraging students to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We will teach it within a framework of Jewish values and the Jewish understanding that sex is a gift of God as part of creation.

At King Solomon High School we provide students with an innovative curriculum fit for the world our students are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships as this will reduce the risk of unhealthy and abusive relationships and the spread of sexually transmitted infections. We are committed to the important role that RSE and PSHE has in students' holistic education, and we aim to build on the programs covered within primary school. The theme of consent underpins our RSE and health education curriculum. We introduce students to the importance of consent from year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Whilst we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. At King Solomon High School, we teach that all people are equal and are welcome regardless of their sexual orientation. King Solomon High School fully embraces the guidance for Orthodox Jewish Schools issued by the Chief Rabbi on the Wellbeing of LGBT+ pupils.

We have an obligation to provide students with high-quality and age-appropriate teaching of RSE. This policy outlines how our curriculum in these subjects will be organised and delivered, to ensure it meets the needs of all students.

1.1. Definitions and statutory requirements

This policy covers three overlapping curriculum areas; PSHE, RSE and Health education

1.1.1. PSHE stands for personal, social, health and economic education and is a non - statutory subject. However, we are required by law to teach some aspects of PSHE. We follow best practice guidance from the PSHE Association and provide our students with a full PSHE education.

1.1.2. RSE stands for relationships and sex education. Schools are required by law to teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in the new [statutory guidance](#) and section 403 of the [Education Act 1996](#).

1.1.3. Health education - we are legally required to teach health education under the same statutory guidance as RSE.

1.1.4. Financial and Citizenship education - we are legally required to teach Financial and Citizenship education under the same statutory guidance as PSHE. Students will be taught about the functions and uses of money, budgeting, managing risk, credit and debt, insurance, savings and pensions, financial services and applying math's to financial contexts (such as calculating interest)

Section 2: Aims

2.1. The aims of relationships and sex education (RSE) at King Solomon High School are to:

- 2.1.1. Provide a framework in which sensitive discussions can take place.
- 2.1.2. Help students develop feelings of self-respect, confidence, and empathy.
- 2.1.3. The understanding around the importance of marriage and family life, stable and loving relationships, respect, love, and care
- 2.1.4. Create a positive culture around issues of sexuality and relationships.
- 2.1.5. Teach students the correct vocabulary to describe themselves and their bodies.
- 2.1.6. Educate students on how to keep themselves physically, emotionally, and mentally safe within relationships, including sexual health.
- 2.1.7. Ensure that all students have a comprehensive understanding of what it means to give and receive consent with in sexual and romantic relationships.
- 2.1.8. Ensure that our RSE curriculum is LGBT+ inclusive.
- 2.1.9. Prepare students for puberty and give them an understanding of sexual development.
- 2.1.10. To ensure students can keep themselves safe online.
- 2.1.11. To support students in developing a positive body image and to challenge notions of body shaming.

The five main elements of RSE are identified as: Personal Identities; Healthy Lifestyles; Risk; Relationships and Diversity; and these are incorporated into our programmes at King Solomon High School.

King Solomon High School delivers RSE as a partnership, through its PSHE Programme, Jewish Studies and Science lessons. The teaching and the materials will be appropriate to the age, and sensitive to the Jewish ethos and family backgrounds of all the students.

2.2. The aims of health education at King Solomon High School are to:

- 2.2.1 Provide students with the information that they need to make good decisions about their own health and wellbeing.
- 2.2.2. Teach students how to recognise what is normal and what is an issue in themselves and others and, when health and wellbeing issues arise, know how to seek support as early as possible from appropriate sources.
- 2.2.3. To make links between good physical health and positive mental wellbeing, and vice versa.
- 2.2.4. Develop students' self-control and ability to self-regulate and teach strategies for doing so.

2.2.5. Reduce stigma attached to health issues, in particular those to do with mental wellbeing and sexual health.

2.2.6. Prepare students for the changes they will experience physically, emotionally and mentally in their development to adulthood. This will include puberty and menstruation education.

2.2.7. Ensure students understand how to develop and maintain routines around personal hygiene.

2.3. The aims of personal, social, health and economic education (PSHE) at King Solomon High School are to:

(This section covers the aims of PSHE not already covered in relationships sex and health education.)

2.3.1. Contribute to students' wider spiritual, moral, social, and cultural education.

2.3.2. Develop students' ability to live independently as young adults in the wider world.

2.3.3. Develop students' financial literacy.

2.3.4. Support students in becoming reflective and emotionally intelligent.

2.3.5. Teach students how to become responsible members of their school and wider community.

Section 3: Policy development

3.1. All schools are required to consult parents/carers on their RSE policy.

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

3.2.1. Review – the senior leaders responsible for RSE and PSHE collated all relevant information including relevant national and local guidance.

3.2.2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3.2.3. Parent/carer consultation – an information pack was prepared and shared with all parents along with the policy and survey to submit feedback.

3.2.4. Ratification – once amendments were made; the policy was shared with governors and ratified.

Section 4: Curriculum

4.1. Our curriculum is set out as per appendix 2 but we may need to adapt it as and when necessary.

4.2. We have developed the curriculum in consultation with parents/carers, students, and staff, considering the age, needs and feedback from students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

4.3. The new statutory guidance requires that schools teach the specified content covering these key themes.

4.3.1. Families.

4.3.2. Respectful relationships, including friendships.

4.3.3. Online and media.

4.3.4. Being safe.

4.3.5. Intimate and sexual relationships, including sexual health.

4.4. For information on the content specified in the statutory guidance see appendix 1. For specific information about our RSHE and PSHE curriculum see appendix 2.

Section 5: Delivery of RSE

5.1. We ensure that when teaching RSE, health education and PSHE we do so in an inclusive manner. SRE is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love, and care, it is not about the promotion of sexual activity. We acknowledge and celebrate what unites us as a community and what makes us unique. For example, when teaching about family life we ensure that there is no stigmatisation of students who do not live in a traditional heterosexual nuclear family. We teach students that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We train staff to be aware and sensitive to the personal circumstances of students. We teach students to be inclusive, respectful, and sensitive to the wide-ranging diversity within our school, our community, and the wider world.

5.2. It is a legal requirement that all schools have an PSHE and RSE policy. The policy must be available to parents for inspection on request. All students have an equal entitlement to sex and relationship education. The sex and relationship education programme are firmly embedded in the PSHE framework. The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who will consider the views of other stakeholders.

5.3. The principle aim of SRE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

5.4. The PSHE and RSE policy and programme of study is in accordance with the National Curriculum statutory PSHE programme of study for both KS3 & KS4 (National Curriculum Statutory Guidance 2014) and the law. PSHE, RSE and health education will be delivered in the following way:

5.4.1. Year 7 to Year 11

Year 7 to Year 11 will receive two weekly 25-minute RSE education lessons in their tutor time.

The SRE programme also includes:

- specified science lessons in year 7 (National curriculum in England: science programmes of study 6 May 2015 Statutory guidance)
- specified science lessons in KS4 (Pearson Edexcel, Combined Science specification 2016) cross-curricular reinforcement in RE
- RSE seminars, overseen by the relevant SLT line manager, utilising external professionals and organisations skilled in the delivery of RSE to students. In other year groups the RSE is not linked specifically to a science topic but will relate to it.

5.4.2. Year 9

In addition to the above, Year 9 will receive one off timetable day where RSE is taught jointly with Science/JS

Section 6: Roles and responsibilities

The governing board is responsible for:

- 6.1.1. Ensuring all students make progress in achieving the expected educational outcomes.
- 6.1.2. Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- 6.1.3. Evaluating the quality of provision through regular and effective self-evaluation.
- 6.1.4. Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- 6.1.5. Providing clear information to parents/carers on the subject content and the right to request that their child is withdrawn.
- 6.1.6. Ensuring RSE and health education is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.
- 6.1.7. Maintaining and developing the religious ethos of the school.

The headteacher is responsible for, and may delegate through a deputy or assistant headteacher:

- 6.1.8. The overall implementation of this policy.
- 6.1.9. Ensuring all staff are suitably trained to deliver the subjects.
- 6.1.10. Ensuring parent/carers are fully informed of this policy.
- 6.1.11. Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- 6.1.12. Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- 6.1.13. Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- 6.1.14. Encouraging parents/carers to be involved in consultations regarding the school's RSE and health education curriculum.
- 6.1.15. Reviewing this policy on an annual basis.
- 6.1.16. Reporting to the governing board on the effectiveness of this policy and the curriculum.

The PSHE leader is responsible for:

- 6.1.17. Overseeing the delivery of RSE and health education.
- 6.1.18. Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.
- 6.1.19. Ensuring the curriculum is age-appropriate and of high-quality.
- 6.1.20. Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- 6.1.21. Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- 6.1.22. Ensuring the continuity and progression between each year group.
- 6.1.23. Helping to develop colleagues' expertise in the subject.
- 6.1.24. Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- 6.1.25. Ensuring the school meets its statutory requirements in relation to RSE and health education.

6.1.26. Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

6.1.27. Organising, providing, and monitoring CPD opportunities in the subject.

6.1.28. Ensuring the correct standards are met for recording and assessing student performance.

6.1.29. Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

6.1.30. Responding appropriately to students whose parents/carers have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

Staff who teach PSHE, RSE and health education are responsible for:

6.1.31. Acting in accordance with, and promoting, this policy.

6.1.32. Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.

6.1.33. Ensuring they do not express personal views or beliefs when delivering the curriculum.

6.1.34. Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

6.1.35. Modelling positive attitudes to RSE and health education.

6.1.36. Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.

6.1.37. Liaising with the PSHE leader about key topics, resources, and support for individual students.

6.1.38. Monitoring student progress in PSHE, RSE and health education.

6.1.39. Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or another member of the SLT.

6.1.40. Reporting any safeguarding concerns or disclosures that students may make because of the subject content to the DSL.

The SENCO is responsible for:

6.1.41. Advising the PSHE leader and teaching staff how best to identify and support students' individual needs.

6.1.42. Advising staff on the use of LSA's to meet students' individual needs.

The roles of parents/carers and the community:

6.1.43. We recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students.

6.1.44. Teaching of some aspects of RSE by teachers might be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE. All the teaching of RSE should be within the agreed values and framework of this policy and the Government framework for PSHE.

Section 7: Inclusion

7.1 Our policy is sensitive to the needs of different genders, sexual orientation, and levels of religious observance. For some young people it is not appropriate for them to be taught particular items in mixed

groups. As a result, aspects of the SRE will be delivered in single sex environments. We will respond to parental requests and concerns.

7.2 We deal sensitively and honestly with issues of sexual identity and orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

7.3 We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Section 8: Parents'/carers' right to withdraw.

The school feels strongly that all students should have the opportunity to engage fully with all aspects of sex and relationships education. We are committed to ensuring students are educated and empowered to keep themselves physically, emotionally, and mentally safe, and feel it is highly important that students have a clear understanding of all components of sex and relationships education.

8.1. Parents have the right to withdraw their children from the sex education components 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. As a school, we define sex education as content under the topic of 'intimate relationships' that specifically relates to contraception and sexually transmitted infections.

8.2. Parents/carers cannot withdraw their children from sex and reproduction education taught as part of the science curriculum.

8.3. Parents/carers cannot withdraw their children from the relationship's aspect of the RSE curriculum, or from health education.

8.4. Parents will be informed of upcoming SRE teaching. Requests for withdrawal should be put in writing and addressed to the assistant headteacher responsible for RSE; Miss K Burack kburack.317@kshsonline.uk. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

8.5. A copy of withdrawal requests will be placed in the student's educational record.

8.6. The headteacher or senior leader responsible for RSE will arrange a time to meet with the parent/carer to discuss their concerns and to outline the importance of RSE. If after this meeting the parent/carer still wishes to withdraw their child from sex education, then arrangements will be made for this to happen, and alternative work will be given to these students.

Section 9: Training

9.1. All form tutors required to teach PSHE, RSE and health education will be trained/ supported in doing so.

Section 10: Monitoring arrangements

10.1. The delivery of PSHE, RSE and health education is monitored by the senior leader responsible for the year group and the PSHE coordinator across the school.

10.2. Monitoring and evaluation will be conducted through the whole school quality assurance

process in addition to subject specific learning walks, work sampling, staff feedback, student voice and the quality assurance of teaching materials.

10.3. The SRE programme will be evaluated regularly in accordance with the whole school policy review cycle. This will include lesson observations and student surveys.

10.4. This policy will be reviewed annually by the senior leader responsible for PSHE, RSE and health education, Governors, and the Ethos committee.

10.5. At every review, the policy will be approved by the governing body and the headteacher.

Section 11: Confidentiality, Controversial and Sensitive Issues

11.1 Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

11.2 Policy: teachers must be aware of the school's Safeguarding and child protection policy as the teaching of RSE may raise the sensitive issue of child abuse.

11.3 Contraception - the teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. RSE staff should give pupils information about different types of contraception, while respecting the religious convictions of students and their parents. Teachers should give additional information about where they can obtain confidential advice and counselling, on an individual basis.

11.4 STIs including HIV and AIDs: the teaching about safer sex is one of the Government's strategies for reducing the incidence of STI's including HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information students need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk-taking behaviour such as drugs and alcohol.

11.5 Confidentiality - teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so.

11.6 In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- The young person would be advised of the benefits of delaying sexual activity.
- Child protection issues will be considered and referred if necessary to the teacher responsible for safeguarding under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

11.7 In any case where safeguarding and child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct

in a one to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality guidelines.

Appendices

These themes have been taken from the statutory guidance, which can be read in full [here](#). **By the end of secondary school students should know:**

TERM 1: Staying Safe

YEAR 7 – A New School				
LESSON TITLE	WEEK	Learning Objectives	Tasks	Code
Introduction to PSHE	1	<ul style="list-style-type: none"> What is PSHE Understanding ideas of personal development and lifelong learning To understand the skills that we need in PSHE 	<ul style="list-style-type: none"> Sorting learning into headings Personal, Social Health and Economic Looking at different kinds of personal development Sharing the things you were worried about, and what you enjoyed, and evaluating if you used the skills for PSHE 	
How is Year 7 Different	2	<ul style="list-style-type: none"> To understand the differences between primary and secondary school To know the rules, and give advice to help navigate secondary school 	<ul style="list-style-type: none"> To evaluate advice given from Y8 students to Y7 students to see if it is helpful or not To write a guide about King Solomon that can be given to a Y6 student 	BV CIT
Rules	2	<ul style="list-style-type: none"> To understand why we have rules, both written and unwritten To understand the need for structure when we have a discussion during PSHE lessons 	<ul style="list-style-type: none"> To look at rules and common punishments in secondary schools and the reasons why schools have them in place To devise a set of rules for discussions during a PSHE lesson 	CIT
Being Fair	3	<ul style="list-style-type: none"> To understand what fairness means, and how calling something unfair can sometimes mean ‘I’m not getting my way’ To understand that fairness comes in many forms, and it can be difficult to make something totally fair. 	<ul style="list-style-type: none"> To discuss what it means for something to be fair/unfair To look at a scenario involving a fictional teacher and to decide if he made the right decisions during his day at school 	CIT BV
Responsibilities	4	<ul style="list-style-type: none"> To understand that responsibilities are those unwritten factors that form the things that we are expected to do To understand that our responsibilities can change when dealing with different people who are important to us 	<ul style="list-style-type: none"> To order people in your life as to which on you would prioritise if they were in trouble To look at scenarios where you have two responsibilities but you have to pick one. 	CIT BV RSE
Having a Say	5	<ul style="list-style-type: none"> To understand the skills you need when speaking on behalf of the student body To look at the value of student voice, and how student voice can change things in the school 	<ul style="list-style-type: none"> Decide the importance of different skills relating to speaking on behalf of the student body Look at criticisms of student voice, and think about how we can change those criticisms 	CIT BV
Online Safety	6	<ul style="list-style-type: none"> To understand our ‘gut feeling’ when something might be wrong, and to understand online grooming 	<ul style="list-style-type: none"> Look at four different scenarios involving online meetings, and evaluate and explain how to reduce the risk of these meetings. 	SH RSE

		<ul style="list-style-type: none"> To know the different internet safety mechanisms the school has in place to keep you safe when browsing the internet 	<ul style="list-style-type: none"> Explain why the school has these protocols in place for pupil safety 	
Gangs and Crime	6	<ul style="list-style-type: none"> Understand that gangs will groom, threaten and trick people into working for them, and that young people are particularly at risk To know the warning signs that someone you know might be involved in gang activity 	<ul style="list-style-type: none"> Watch 'Jake' video and evaluate what happens to him and why it happens Explain why gangs target young people, and what they do to do it 	RSE
Smoking and Vaping	7	<ul style="list-style-type: none"> To know the health issues related to smoking tobacco To know the impact of vape addiction, and to understand that many vape companies are trying to get young people addicted to vapes for the rest of their lives. 	<ul style="list-style-type: none"> Look at two posters about smoking and explain why the attitudes towards smoking has changed from 1960s to today Answer questions about the reasons why vapes were invented and why they are marketed to young people 	SH
YEAR 8 - Dangerous Society Online and Offline				
8.4.1 County Lines What is it?	Wk1	<ul style="list-style-type: none"> I understand what the term county lines means I can explain how County lines gangs recruit and exploit young people I understand the importance of getting immediate help for myself or a friend if I suspect they or I am are in trouble 	<ul style="list-style-type: none"> I know what county lines is and some of the terminology used I understand where I can go for help if I feel threatened by County Lines gangs I understand how county line gangs operate and the dangers of getting involved 	SH
8.4.2 County Lines Who is at Risk?	Wk2	<ul style="list-style-type: none"> To understand who County Lines Gangs target and why To identify the signs that someone is being exploited To understand how county lines Gangs use Psychological, financial and physical methods to make people feel trapped 	<ul style="list-style-type: none"> I can explain how gangs make people feel trapped I can recognise when a friend is involved with County Lines I understand the groups of people County line Gangs target and why 	SH
8.4.3 Substance Misuse	Wk3	<ul style="list-style-type: none"> To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I can define substance misuse and substance dependency I know how drugs impact the body I can identify a range of factors that may lead to someone abusing drugs 	SH
8.4.6 Alcohol Safety	Wk3	<ul style="list-style-type: none"> To understand how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society I can explain how alcohol is measured and what limits are for adults To explore the consequences of alcohol consumption 	<ul style="list-style-type: none"> I know what alcohol is and the different forms it comes in I can explain the short and long term impacts of alcohol use I can explain the impact alcohol misuse is having on society I understand how alcohol strength is measured I can recognise binge drinking when I see it I understand the consequences of consuming alcohol 	SH

8.4.4 Online Safety and Cyber Bullying	Wk4	<ul style="list-style-type: none"> To understand how to stay safe online from grooming To know how to spot a fake profile and catfishers To know where to seek specialist support and advice to help anyone including yourself who is at risk 	<ul style="list-style-type: none"> I can spot a fake profile online I understand what online grooming is and how people may try to gain my trust in order to abuse it I know where to report online issues and to seek further advice and support 	SH RSE
8.4.5 Grooming Boys and Girls	Wk5	<ul style="list-style-type: none"> Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. To know how to manage oneself appropriately online 	<ul style="list-style-type: none"> I can define trolling, cyber bullying and harassment I understand how online behaviour can impact my mental health and well-being I know how to prevent and respond to cyber bullies 	SH RSE
8.4.7 Child Sexual Exploitation	Wk7	<ul style="list-style-type: none"> To define child sexual exploitation and be able to give examples To explore a variety of risks and dangers related to being online To evaluate how to reduce the risks associated with being online 	<ul style="list-style-type: none"> I understand what child sexual exploitation is I can explain a range of ways to reduce the risks associated with being online I can offer good advice to a friend having trouble online 	SH RSE
YEAR 9 - Legal and Illegal Drugs				
9.4.1 Introduction to Drugs Education	Wk1	<ul style="list-style-type: none"> To define the term drug and understand the different forms it can take To explore why people use drugs To evaluate the impact drug use is having on society 	<ul style="list-style-type: none"> I know what different types of drugs are I understand a range of things people can become addicted to I understand how experimenting with drugs can impact me and my family 	SH
9.4.2 Different Types of Addictions	Wk1	<ul style="list-style-type: none"> To define the term substance addiction To understand the different types of addictions that people can have To evaluate whether sugar is more addictive than cocaine 	<ul style="list-style-type: none"> I can define an addiction I can name a wide range of things people can become addicted to I understand the problems linked to an addiction 	SH
9.4.3 Cannabis Products	Wk2	<ul style="list-style-type: none"> To understand the different forms and street names given to cannabis To explore why some people take cannabis To evaluate whether cannabis should be legalised in the UK 	<ul style="list-style-type: none"> I understand the different forms cannabis comes in I know the legal status of Cannabis I can evaluate the arguments for and against legalisation of cannabis 	SH
9.4.4 Drug Classification	Wk3	<ul style="list-style-type: none"> To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understand key aspects of the UK's drug policy 	<ul style="list-style-type: none"> I can explain the different legal classifications of drugs I can define and identify psychoactive substances I can identify different ways drugs cause harm to society 	SH
9.4.5 'Party Drugs' – The Dangerous Side	Wk4	<ul style="list-style-type: none"> To explore the way 'party' drugs effect users and can put them in very dangerous situations To learn about a range of illegal drugs (Magic Mushrooms, MDMA, Ecstasy, LSD) 	<ul style="list-style-type: none"> Identify the risks associated with illegal 'party' drugs To understand how gangs profit from the illegal drugs market at the expense of young people To understand why drugs can become so addictive for the users 	SH

		<ul style="list-style-type: none"> To explore the link between county line gangs and drugs (deal lines) 		
9.4.6 Exploring Illegal Drugs and Effects	Wk5	<ul style="list-style-type: none"> To learn more about a variety of Class A and B drugs and the impact these drugs have on society To explore the physical and mental impact these drugs have on users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs 	<ul style="list-style-type: none"> I understand the risks associated with taking illegal drugs I can explain the negative impact drug abuse has on society I know where to source reliable and credible drugs information from 	SH
9.4.7 Volatile Substance Abuse	Wk7	<ul style="list-style-type: none"> To define the term Volatile Substance Abuse To explore the short term, long term and chronic effects of VSA To evaluate what harm VSA is having on the individual and on society and what can be done to help those who abuse 	<ul style="list-style-type: none"> I can define Volatile Substance Abuse I can explain the short and long term effects of VSA I can identify why some things are more socially acceptable than others 	SH
YEAR 10 – Violence, Crimes and Seeking Safety				
10.4.1 Honour Based Violence	Wk1	<ul style="list-style-type: none"> To define the term honour and dishonour To explore honour-based violence and the different forms it can take To evaluate the best way to tackle honour based violence and promote the equality of women in society 	<ul style="list-style-type: none"> I can define honour, equality and dishonour I understand the law relating to honour based violence I can evaluate the best way to tackle honour based violence in communities 	RSE
10.4.2 Forced Marriage	Wk2	<ul style="list-style-type: none"> To understand the terms; Forced marriage, breast ironing and child brides To explore recent statistics related to forced marriages in the UK and Commonwealth countries To evaluate the effectiveness and role of the Forced Marriage Unit 	<ul style="list-style-type: none"> I can define forced marriage and Breast ironing I understand the role of the Forced Marriage Unit I could advise someone of where to seek help if they are being forced into a marriage 	RSE
10.4.3 Online Gambling	Wk3	<ul style="list-style-type: none"> To understand the classifications of games, films, TV shows and music videos To explore how online gaming can lead to gambling and skin betting To evaluate the risks associated with online gaming and online gambling 	<ul style="list-style-type: none"> I can explain the roles of the BBFC and the PEGI I understand the risks associated with online gambling I understand a wide range of methods used by gaming companies to entice its players to spend money 	SH
10.4.4 Social Media Validation	Wk4	<ul style="list-style-type: none"> I can explain the role of social media influencers I understand the risks associated with social media validation and how to get rid of it 	<ul style="list-style-type: none"> I will not become addicted to social media I can explain the link between social media and negative self-esteem 	SH

		<ul style="list-style-type: none"> I can evaluate how social media can impact my self-esteem and mental health 	<ul style="list-style-type: none"> I understand how to combat social media validation 	
10.4.5 Keeping Data Safe	Wk5	<ul style="list-style-type: none"> To understand the importance of keeping personal online data safe To learn about online fraud and be aware of different types of online scams and tricks. To identify why the dark web can be so dangerous 	<ul style="list-style-type: none"> My personal online data is safe and protected I can recognise an online scam email when I see one I know how to protect myself and my family from being a victim of online fraud 	SH RSE
10.4.6 Modern Day Slavery	Wk6	<ul style="list-style-type: none"> To define the term 'Modern Day Slavery' To examine human trafficking to the UK and evaluate the government's response To evaluate the best way to tackle modern day slavery in the UK and abroad 	<ul style="list-style-type: none"> I understand how to recognise modern day slavery I understand how human trafficking links to modern day slavery I understand which Human Rights are being abused due to modern day slavery 	CIT
10.4.7 Preventing Knife Crime	Wk7	<ul style="list-style-type: none"> To understand the causes behind the rise in knife crime in the UK To explore how to prevent young people from picking up and carrying a knife To evaluate the real risks to those that carry knives and their families and friends 	<ul style="list-style-type: none"> I understand the impact of carrying a knife on me and others I can explain how to tackle the causes behind people carrying knives I understand how to seek further advice and support in relation to knife crime 	
YEAR 11 – Staying Safe				
11.4.1 Virtual Reality and Streaming	Wk1	<ul style="list-style-type: none"> To define the term augmented reality, virtual reality and streaming To explore the benefits and risks associated with Virtual Reality To explore the consequences associated with live streaming on the internet 	<ul style="list-style-type: none"> I know the differences between AR and VR I can explain the health risks associated with Virtual Reality I understand the consequences of live streaming across the internet 	SH
11.4.2 New Psychoactive Drugs	Wk2	<ul style="list-style-type: none"> To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs 	<ul style="list-style-type: none"> I can define a new psychoactive substance and give an example I understand the dangers associated with NPS drugs I know how to handle potential peer pressure to experiment with drugs 	SH
11.4.3 Festivals and Drugs	Wk3	<ul style="list-style-type: none"> To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party 	<ul style="list-style-type: none"> I know the risks associated with attending parties and festivals I know how to keep myself safe 	SH

		<ul style="list-style-type: none"> To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals 	<ul style="list-style-type: none"> I can explain the dangerous consequences of experimenting with drugs (NPS) at festivals 	
11.4.4 The War on Drugs	Wk3	<ul style="list-style-type: none"> To describe how drugs are manufactured and trafficked globally To explore how different countries are dealing with the drugs trade To evaluate how governments can tackle the illicit drugs trade 	<ul style="list-style-type: none"> I understand how drugs are trafficked globally I can explain the international war on drugs I can suggest solutions governments could try to reduce the blight of drug trafficking and drug cartels on society 	SH
11.4.6 Drugs and Substance Abuse	Wk4 &5	<ul style="list-style-type: none"> To define the term substance addiction and understand the way drugs effect users To understand the different levels of drug use and realise the consequences of drug use on wider society To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I understand what a substance addiction is I can explain how a substance addiction impacts wider society I would know how to help someone with an addiction 	SH
11.4.5 Cosmetic and Aesthetic Procedures	Wk6	<ul style="list-style-type: none"> To understand the differences between aesthetic and cosmetic procedures To explore negative and positive effects of undertaking these procedures To evaluate what influences people to the point they feel the need to change their appearance for society 	<ul style="list-style-type: none"> I can explain the difference between Cosmetic and Aesthetic procedures I understand the negative impact procedures can have on the body and mind I can explain the external influences on people to change the way they look 	
11.4.7 Online Reputation and Digital Footprint	Wk7	<ul style="list-style-type: none"> To define the terms digital footprints and online reputation To understand the importance of an online audit of yourself To understand why and how to build an online personal brand 	<ul style="list-style-type: none"> I understand what personal branding is I know what my online reputation is like I know how to conduct an online audit of myself 	SH

HALF TERM 2: (THEME 5) Health and Wellbeing

YEAR 7 – Puberty and Body Development				
LESSON TITLE	WEEK	Learning Objective	Assessment Objective	Code
7.5.1 Introduction to Puberty	Wk1	<ul style="list-style-type: none"> To describe the emotional, social and physical changes that happen during puberty 	<ul style="list-style-type: none"> I understand the challenges that puberty brings 	SH

		<ul style="list-style-type: none"> To empathise with those that are starting puberty and understand how to support them To understand that girls and boys develop differently during puberty. 	<ul style="list-style-type: none"> I am able to empathise with others who are about to go through puberty I know the emotional, social and physical changes that happen during puberty 	
7.5.2 Puberty in Girls	Wk2	<ul style="list-style-type: none"> To understand the physical and emotional changes that happen to girls during puberty To understand the basics of the menstrual cycle and the range of feminine protection products available 	<ul style="list-style-type: none"> I know the physical changes that happen to girls bodies, inside and out I understand the range of feminine protection products available and how they work I understand the main things that happen to a girl during her menstrual cycle 	SH
7.5.3 Puberty in Boys	Wk3	<ul style="list-style-type: none"> To describe the physical and emotional changes that happen to boys through puberty To understand the challenges that boys face during puberty including erections, wet dreams and body image. 	<ul style="list-style-type: none"> I can identify all parts of the male reproductive system I am able to empathise with boys who are going through puberty I know the physical and emotional changes that happen to boys during puberty 	SH
7.5.4 Personal Hygiene	Wk4	<ul style="list-style-type: none"> To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it 	<ul style="list-style-type: none"> I understand the causes of body odour and how to prevent it I can explain how personal hygiene links to a healthy body I understand how to achieve high standards of personal hygiene 	SH
7.5.X Feelings During Puberty	Wk5	<ul style="list-style-type: none"> To describe some of the emotional changes that may happen during puberty To be able to identify ways to build confidence to be able to cope with these changes 	<ul style="list-style-type: none"> I can list common emotional changes that happen during puberty I know how to identify my own changing feelings and why they are happening I can give advice to people dealing with emotional changes 	SH
7.5.5 My Body My Rules	Wk6	<ul style="list-style-type: none"> To understand a range of issues that may impact you as you grow up to be an adult To understand there are some cultural practices in the world that do not respect 'your body your rules' principle and are illegal and dangerous 	<ul style="list-style-type: none"> I know how to look after my best interests in the future I understand a range of cultural practices that are illegal and damaging for young people I understand the dangers of FGM and how to stop it from happening 	SH
7.5.6 Assertive Consent	Wk7	<ul style="list-style-type: none"> Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 	<ul style="list-style-type: none"> I understand how to respect my own and others personal boundaries I understand the three key elements to giving consent I can effectively communicate with others in an assertive way 	SH
7.5.7 Self-Esteem	Wk8	<ul style="list-style-type: none"> To describe the concept of self-esteem and recognise behaviours linked to low and high self-esteem 	<ul style="list-style-type: none"> I can define low and high self-esteem and give examples I understand a range of issues that may impact my own self esteem 	SH

		<ul style="list-style-type: none"> Develop strategies to help someone who has low self-esteem and to understand the wide range of influences on self esteem 	<ul style="list-style-type: none"> I know a wide range of ways to boost my own self esteem 	
YEAR 8 – Physical and Mental Wellbeing				
8.5.1 Health and Wellbeing	Wk1	<ul style="list-style-type: none"> Understand what positive wellbeing might look like in someone’s life To recognise a range of healthy and unhealthy habits we might have To know a range of methods to improve my own and others health & wellbeing 	<ul style="list-style-type: none"> I understand the various definitions for Health and Wellbeing I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing 	SH
8.5.2 What is Mental Health	Wk2	<ul style="list-style-type: none"> To define the term mental health To explore why we say we are OK when we are not To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing 	<ul style="list-style-type: none"> I can explain what mental health is I can identify a range of mental health symptoms I know how to look after my own mental health and wellbeing 	SH
8.5.3 Positive Body Image	Wk3	<ul style="list-style-type: none"> To understand what body image is To explore what impacts body image for boys and girls To understand ways someone can improve their own or a friends self-esteem 	<ul style="list-style-type: none"> I can define the term body image I understand the pressures social media and society places on body image I know ways to raise my own self esteem and that of others 	SH RSE
8.5.4 Child Abuse	Wk4	<ul style="list-style-type: none"> To understand the different forms of child abuse To explore the importance of consent and boundaries in any relationship To know who to talk to and where to access support and help in relation to any form of abuse 	<ul style="list-style-type: none"> I can identify different forms of child abuse I can explain the importance of consent and boundaries I know where to access support and help regarding abuse 	RSE
8.5.5 Types of Bullying	Wk5 &6	<ul style="list-style-type: none"> Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour. Explain where to seek support and advice on bullying/cyberbullying 	<ul style="list-style-type: none"> I can describe the impact bullying and banter has on people I can define and explain different types of bullying I can evaluate the way I treat other people 	RSE
8.5.6 Healthy Eating	Wk7	<ul style="list-style-type: none"> To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives 	<ul style="list-style-type: none"> I know what a balanced diet should consist of I can explain the difference between good and bad cholesterol I know ways to substitute unhealthy snacks with healthy snacks 	SH
8.5.7 Stress Management	Wk8	<ul style="list-style-type: none"> To gain an understanding into what causes stress and how to deal with it 	<ul style="list-style-type: none"> I can identify where stress comes from 	SH

		<ul style="list-style-type: none"> To recognise a lot of our more pleasurable times are when we are engaging with the world through our senses rather than thoughts. 	<ul style="list-style-type: none"> I know a range of ideas I could do to try and relieve stress I can explain the long term impact of stress on the body and mind 	
YEAR 9 – Body Confidence				
9.5.1 – Self Esteem Changes	Wk1	<ul style="list-style-type: none"> To define the term self esteem and explain how it impacts us To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. 	<ul style="list-style-type: none"> I can identify the difference between high and low self esteem I can explain how things influence someone’s self esteem I know a range of ways to manage my own self-esteem 	SH
9.5.2 – The Male Body	Wk2	<ul style="list-style-type: none"> To explore what a penis is and the make up of a sperm cell To understand the male reproductive system To understand the role testosterone plays in the body 	<ul style="list-style-type: none"> I am confident at labelling the male reproductive system I know the make up of a sperm cell I understand how testosterone impacts the body 	SH
9.5.3 The Female Body	Wk3	<ul style="list-style-type: none"> To explore what a vulva is and the make up of the vagina To understand the female reproductive systems To understand the importance of cervical screening 	<ul style="list-style-type: none"> I know the difference between a vulva and a vagina I can label correctly all parts of the female reproductive system I can explain what cervical screening is 	SH
9.5.4 Homophobic and Transphobic Bullying	Wk4	<ul style="list-style-type: none"> I can define all three forms of HBT Bullying To explore the impact HBT Bullying is having on young people in society To evaluate what support schools and students can give to those impacted by the effects of HBT bullying 	<ul style="list-style-type: none"> I know what HBT Bullying is I can explain how schools and charities are helping to tackle HBT Bullying I understand the devastating impact HBT bullying has on society 	
9.5.5 Grief and Loss	Wk5	<ul style="list-style-type: none"> To explore what grief is and how it affects people To understand how grief can impact people in a variety of different ways and how you can support a friend or family member To evaluate what support networks are available to help those grieving 	<ul style="list-style-type: none"> I can explain what grief is I understand the range of emotions people may feel when grieving I know what I could do to try and help support someone who is grieving 	
9.5.6 Media and Airbrushing	Wk6	<ul style="list-style-type: none"> To describe how photo editing and air brushing are contributing to a false sense of beauty To explore what it means to be body positive and body neutral To evaluate the impact advertisements are having on our self esteem 	<ul style="list-style-type: none"> I know how unrealistic the images I see in the media are I can describe what it means to be body positive and body neutral I can explain the link between airbrushing and photo editing and self esteem 	SH RSE

9.5.7 Cancer Prevention and Healthy Lifestyle Choices	Wk7 &8	<ul style="list-style-type: none"> To explore the health benefits of living a healthy lifestyle To explore how diet, stress and life situations can impact on health To evaluate the latest research on cancer prevention and healthy lifestyle choices 	<ul style="list-style-type: none"> I make healthy choices in my lifestyle I understand some of the latest research on cancer prevention I can explain how diet, stress and life situations impact on physical health 	SH
YEAR 10 – Mental Health and Cancer				
10.5.1 Child Abuse and CSE	Wk1	<ul style="list-style-type: none"> To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse 	<ul style="list-style-type: none"> I can define the term Child Sexual Abuse I know why its important to speak out against sexual abusers I know where to get help if a friend or myself is being sexually abused 	RSE
10.5.2 Screen Time and Safe use of Mobiles	Wk2	<ul style="list-style-type: none"> Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can both be rewarding and damaging in our lives 	<ul style="list-style-type: none"> Understand the history of the mobile phone To recognise the impact screen addiction is having on society and the individual I can define the terms filter bubble and echo chambers 	SH
10.5.3 Common Types of Mental Health Issues	Wk3	<ul style="list-style-type: none"> To describe what mental health and a mental illness is To explore different types of mental illnesses To understand what you can do to help someone with their mental health 	<ul style="list-style-type: none"> I can explain the difference between mental health and mental illness I understand the different ways mental illnesses can be categorized I know how to support someone with their mental health 	SH
10.5.4 Self Harm	Wk4	<ul style="list-style-type: none"> To understand that self-harm is a behaviour and not an illness To understand that people who self-harm are trying to communicate that they are distressed To evaluate what support networks are available to help those that are self-harming 	<ul style="list-style-type: none"> I know the definition of self-harm I can explain some of the triggers for self-harm I know a range of ways to deal with stress, anger and trauma 	
10.5.5 Suicide	Wk5	<ul style="list-style-type: none"> Be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people through difficult times To evaluate what support networks are available to help those in need 	<ul style="list-style-type: none"> I know how to look out for a friend in need I understand the differences between self-harm and suicidal thoughts I know a playlists of songs that make me happy 	
10.5.6 Emotional Wellbeing	Wk6	<ul style="list-style-type: none"> Understand what wellbeing might look like in someone’s life Understand the meaning of mental health and emotional wellbeing 	<ul style="list-style-type: none"> I can explain what emotional wellbeing looks like I know how to improve my emotional wellbeing 	SH

		<ul style="list-style-type: none"> Learn strategies to improve my own and others emotional wellbeing 	<ul style="list-style-type: none"> I can reflect on different areas of my life and how I feel about them 	
11.5.4 Testicular Cancer	Wk7	<ul style="list-style-type: none"> I know the risk factors and common symptoms of testicular cancer I understand how to perform a testicular self examination I understand how difficult prostate cancer can be to detect 	<ul style="list-style-type: none"> I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of mine or my boyfriends testicles I understand what prostate cancer is 	SH
11.5.5 Cervical and Ovarian Cancer	Wk8	<ul style="list-style-type: none"> I know the risk factors and common symptoms of breast cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening 	<ul style="list-style-type: none"> I can explain the signs and symptoms of breasts cancer I know how to conduct a self-examination of mine or my girlfriends breasts I understand the significance of a smear test and cervical screening 	SH
YEAR 11 - Adult Health and Looking After Yourself				
11.5.1 Organ Donation	Wk1	<ul style="list-style-type: none"> To be aware of blood donation, and other forms of donation, including stem cell donation To understand how the law on 20th May 2020 is changing in relation to Organ Donation To evaluate the medical ethics of gene technology and stem cell research 	<ul style="list-style-type: none"> I am aware of different forms of organ donation and the NHS waiting lists I can explain the importance of giving blood I Know how the law is changing in relation to organ donation 	SH
11.5.2 Teenage Pregnancy	Wk2	<ul style="list-style-type: none"> To understand the consequences of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned pregnancies 	<ul style="list-style-type: none"> I understand the signs that someone may be pregnant I understand the range of options available to someone who is pregnant I can identify a range of methods that will and will not get me pregnant 	RSE
11.5.3 Abortion	Wk3	<ul style="list-style-type: none"> Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland 	<ul style="list-style-type: none"> I can explain what the legal position is on abortion in the UK I understand a range of views that are pro-life and pro-choice I can explain why abortion is such a controversial topic around the world 	RSE
11.5.6 Parenthood	Wk4	<ul style="list-style-type: none"> To know methods that are available to people if they wish to become a parent To understand what the challenges and opportunities are of a newborn baby 	<ul style="list-style-type: none"> I can explain a range of ways that people can become pregnant I understand the challenges and opportunities of a newborn baby I understand the costs involved in raising a child 	RSE
11.5.7 Love and Abuse	Wk5	<ul style="list-style-type: none"> To describe a positive and healthy relationship. To understand the different types of abuse that exist 	<ul style="list-style-type: none"> I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship 	RSE

		<ul style="list-style-type: none"> To identify where to turn to for help with abusive relationships 	<ul style="list-style-type: none"> I understand the barriers and coping strategies for leaving an abusive relationship 	
MOCK EXAMS	Wk6-8	<ul style="list-style-type: none"> MOCK EXAMS 	<ul style="list-style-type: none"> MOCK EXAMS 	

HALF TERM 3 (THEME 3): Relationships and Sexual Education

YEAR 7 – Friends Respect and Relationships (NOT full RSE)				
7.3.1 Consent and Boundaries	Wk1	<ul style="list-style-type: none"> Understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way 	<ul style="list-style-type: none"> I can explain why personal space is important I understand what consent is and when it is given I can respond to people and situations in an assertive manner 	RSE
7.3.2 Respect and Relationships	Wk2	<ul style="list-style-type: none"> To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences 	<ul style="list-style-type: none"> To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences 	RSE
7.3.3 What makes a good friend	Wk3	<ul style="list-style-type: none"> To understand the importance of friendship and the qualities makes a good friend To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others 	<ul style="list-style-type: none"> Know how to make new friends I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships 	RSE SH
7.3.4 Friendships and managing them	Wk3	<ul style="list-style-type: none"> To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails 	<ul style="list-style-type: none"> I can recognise if I have unhealthy friendships I understand the importance of not disclosing too much information to online friends I am a good friend most if not all of the time 	RSE
7.3.5 Being Positive	Wk4	<ul style="list-style-type: none"> To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails 	<ul style="list-style-type: none"> I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own emotions 	RSE
7.3.6 Pressure and Influence	Wk5	<ul style="list-style-type: none"> To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure 	<ul style="list-style-type: none"> I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure 	RSE

		<ul style="list-style-type: none"> To understand when peer pressure can go wrong and how it can make someone else feel 	<ul style="list-style-type: none"> I understand how I'm influenced and how my actions influence others 	
7.3.7 What does it mean to be a man today?	Wk6	<ul style="list-style-type: none"> To describe what it means to be a man in 2020 To explore gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and not a 'mans man' 	<ul style="list-style-type: none"> I know what it means to be a man I know the difference between a mans man and a good man I am confident in showing my emotions 	
YEAR 8 - Identity, and Relationships (Not full RSE)				
8.3.1 Introduction to RSE	Wk1	<ul style="list-style-type: none"> To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship To explore what a healthy and unhealthy relationship might look like 	<ul style="list-style-type: none"> I know what good Relationships and Sex Education is I am able to give good relationship advice to others I can identify a range of rights that should be respected in a relationship 	RSE
8.3.2 Healthy Relationships	Wk2	<ul style="list-style-type: none"> Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships. 	<ul style="list-style-type: none"> Identify what a healthy relationship looks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others 	RSE
8.3.3 Dealing with Conflict	Wk2	<ul style="list-style-type: none"> To understand the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods 	<ul style="list-style-type: none"> I know a range of conflict management strategies I understand the different causes of conflict I would be confident in diffusing future conflicts I may have in my relationships 	RSE
8.3.4 Sexual Orientation	Wk3	<ul style="list-style-type: none"> To understand the many different key terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudices and stereotypes that are out there To understand the damaging impact homophobic language has on people 	<ul style="list-style-type: none"> I never use homophobic language even in casual conversation To understand and can define the wide range of sexualities that exist I understand where to turn to if I need more advice, support and information 	RSE
8.3.5 Gender Identity	Wk3	<ul style="list-style-type: none"> To explore a range of language used with gender identity To understand the Gender Recognition Act and the difference between sex and gender To explore and challenge gender prejudices and stereotypes that are out there 	<ul style="list-style-type: none"> I know the difference between sex and gender I am aware of the full spectrum of genders I understand the different options available to those transitioning 	RSE
8.3.6 Introduction to Contraception	Wk4	<ul style="list-style-type: none"> To describe the concept of abstinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods 	<ul style="list-style-type: none"> I understand what contraception is and the importance of using it I can identify a wide range of contraceptive methods available in the UK 	RSE

			<ul style="list-style-type: none"> I understand a range of issues to consider with regard to contraception choice 	
8.3.7 What is Love	Wk5	<ul style="list-style-type: none"> To define the term love and understand that it comes in many forms To understand the meaning of love between a couple and the expectations that form a positive romantic relationship 	<ul style="list-style-type: none"> I can explain what love is I understand the expectations that form a positive romantic relationship I can explain the many differences between love and sex 	RSE
8.3.8 Periods and the Menstrual Cycle	Wk6	<ul style="list-style-type: none"> To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body's functions 	<ul style="list-style-type: none"> I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human reproduction I understand the role of hormones in the regulation of the body's functions. 	SH
YEAR 9 – STIs and Contraception (SRE)				
9.3.1 Introduction to STIs	Wk1	<ul style="list-style-type: none"> To describe the key symptoms and risks associated with a variety of different STI's To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out 	<ul style="list-style-type: none"> I can name a wide range of STI's I understand the key symptoms and risks associated with different STI's I understand the important role GUM clinics perform and what to expect from one 	RSE
9.3.2 Contraception Available	Wk2	<ul style="list-style-type: none"> To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both 	<ul style="list-style-type: none"> I can name a wide range of contraceptive methods I understand how at least five different types of contraceptives work I know where I can access further reliable information on this topic 	RSE
9.3.3 Condoms	Wk3	<ul style="list-style-type: none"> To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome 	<ul style="list-style-type: none"> I understand how to overcome obstacles to condom use I am able to explain all the steps to using a male condom I can explain the different intended uses for flavoured and non-flavoured condoms 	RSE
9.3.4 Other Methods of Contraception	Wk4	<ul style="list-style-type: none"> To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women 	<ul style="list-style-type: none"> I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods 	RSE
9.3.5 Sexual Harassment	Wk5	<ul style="list-style-type: none"> To define the terms stalking and harassment 	<ul style="list-style-type: none"> I can define stalking and sexual harassment I know how the law responds to stalking and Harassment 	RSE

		<ul style="list-style-type: none"> To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012) 	<ul style="list-style-type: none"> I know the differences between flirting and sexual harassment 	
9.3.6 HIV and AIDS	Wk6	<ul style="list-style-type: none"> To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support International World Aids Day 	<ul style="list-style-type: none"> I can define HIV and AIDS and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World Aids Day 	RSE
9.3.7 HIV and AIDS Discrimination	Wk6	<ul style="list-style-type: none"> To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken 	<ul style="list-style-type: none"> Know the history of HIV and AIDS Understand the prejudice and discrimination HIV and AIDS sufferers face Understand the recent medical advances in HIV treatment and Prevention 	RSE
YEAR 10 - Exploring Relationships and Sex Education (SRE)				
10.3.1 Campaigning against FGM	Wk1	<ul style="list-style-type: none"> To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and Abroad 	<ul style="list-style-type: none"> I understand the dangers associated with FGM I can explain the economic and social excuses made for committing FGM I know how to support someone at risk of FGM 	RSE
10.3.2 Sexting, and Nudes	Wk2	<ul style="list-style-type: none"> To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick picks To be able to deal effectively assertively with requests and pressure to send sexts 	<ul style="list-style-type: none"> I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online 	RSE SH
10.3.3 Porn vs. Real Life	Wk3	<ul style="list-style-type: none"> To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and relationships 	<ul style="list-style-type: none"> I understand which types of Pornography are illegal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships 	SH RSE
10.3.4 Attitudes towards Pornography	Wk3	<ul style="list-style-type: none"> Understand the differences and similarities between sex in real relationships and that which is featured in pornography 	<ul style="list-style-type: none"> I understand why porn negatively influences peoples behaviours in society I can identify a wide range of issues that are under represented in porn 	RSE

		<ul style="list-style-type: none"> Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self 	<ul style="list-style-type: none"> I know what revenge porn is and the law surrounding it 	
10.3.5 Domestic Violence and Abuse	Wk4	<ul style="list-style-type: none"> To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships 	<ul style="list-style-type: none"> I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship 	RSE
10.3.6 Sexual Violence and Rape	Wk5	<ul style="list-style-type: none"> To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships 	<ul style="list-style-type: none"> I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship 	RSE
10.3.7 Sexualisation in the Media	Wk6	<ul style="list-style-type: none"> To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love island teach viewers about morals and ethics 	<ul style="list-style-type: none"> I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self esteem 	RSE
YEAR 11 - Sexual Health (SRE)				
11.3.1 Peer on Peer Bullying	Wk1	<ul style="list-style-type: none"> To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help if myself or a peer is suffering abuse 	RSE
11.3.2 Fertility and What Impacts it	Wk2	<ul style="list-style-type: none"> To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment 	<ul style="list-style-type: none"> I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility I can explain the process of IVF Treatment 	RSE
11.3.3 Alcohol and Bad Choices	Wk3	<ul style="list-style-type: none"> To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both 	<ul style="list-style-type: none"> I know the risks associated with house parties I can explain how drinking alcohol impacts sensible decision making I always try to take positive decisions in relation to my own health and safety 	RSE

		<ul style="list-style-type: none"> To evaluate what and who impacts our decisions about our own health and the choices we make 		
11.3.4 Importance of Sexual Health	Wk4	<ul style="list-style-type: none"> To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health 	<ul style="list-style-type: none"> I can define sexual health and reflect on my own I can explain the negative consequences of neglecting my sexual health I can identify a range of things that will and will not protect against pregnancy 	RSE
11.3.5 Revisiting Contraception	Wk5	<ul style="list-style-type: none"> To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both 	<ul style="list-style-type: none"> I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods 	RSE
11.3.6 Revisiting STIs	Wk5	<ul style="list-style-type: none"> To understand the way STI's spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic. To understand the differences between viral STI's and bacterial STI's 	<ul style="list-style-type: none"> I understand what happens at a sexual health clinic I can explain some differences between bacterial STI's and viral STI's I understand the risk of catching an STI with regard to various activities couples might engage in 	SH
11.3.7 Respect and Relationships	Wk6	<ul style="list-style-type: none"> To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship 	<ul style="list-style-type: none"> I can describe what love is and what love is not I can identify unhealthy features of a relationship I understand the wide range of risks associated with online relationships 	RSE

HALF TERM 4 (THEME 6) Life Beyond School

YEAR 7 – Managing Change				
7.6.2 Getting to Know People	Wk1	<ul style="list-style-type: none"> I understand the concept of trust I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish 	<ul style="list-style-type: none"> I can identify a range of people I trust in my life I know a lot about other people in my class I can identify positive character traits 	GB

7.6.3 What is a Community	Wk2	<ul style="list-style-type: none"> To understand the concept of community and what makes a cohesive community To explore how British communities have changed over the past 60 years To evaluate how welcoming your local community is 	<ul style="list-style-type: none"> I can define community cohesion I understand the benefits of a multicultural society I know how to be an active member of my community 	BV CIT
7.6.4 Careers and Your Future	Wk3	<ul style="list-style-type: none"> To understand the meaning of the word career To be aware of how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices 	<ul style="list-style-type: none"> I am aware of how important careers education is I'm aware of how not to limit my future career options I'm aware of future opportunities in learning and work 	GB
7.6.5 Sleep and Relaxation	Wk4	<ul style="list-style-type: none"> To describe what actually happens when we sleep To explore the benefits of good quality sleep To explain how to improve sleep quality and where to source extra help and support from 	<ul style="list-style-type: none"> I understand what happens to me when I sleep I can explain the benefits of good quality sleep I know a range of strategies to improve my sleep 	SH
7.6.6 Financial Education	Wk5	<ul style="list-style-type: none"> To describe the concept of money To explore positive and negative uses for money To discuss how the government spends money to help the country 	<ul style="list-style-type: none"> I can explain the three purposes of money I understand how money can influence the world in positive and negative ways I can identify key areas of government expenditure 	GB CIT
7.6.7 Transition Points	Wk6	<ul style="list-style-type: none"> Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life 	<ul style="list-style-type: none"> I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition 	GB
YEAR 8 - Proud to be Me				
8.6.1 Employability Skills	Wk1	<ul style="list-style-type: none"> Be able to effectively work as part of a team and research the issues and come up with solutions Apply this understanding by redesigning an area of KSHS School Evaluate what makes an effective and persuasive presentation. Have Fun!!! 	<ul style="list-style-type: none"> I can work effectively as part of a team. I Know what makes good team work and leadership I can confidently pitch my ideas to an audience 	GB
8.6.2 Proud to be Me + Career Choices	Wk2	<ul style="list-style-type: none"> To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it 	<ul style="list-style-type: none"> I can describe my own self esteem I have aspirations and am looking forward to the future I can describe what self love is 	GB RSE

		<ul style="list-style-type: none"> To evaluate what self self love is 		
8.6.3 Career Interests and Jobs	Wk3	<ul style="list-style-type: none"> To help me think carefully about potential careers and focus on my interests and preferences To be aware that understanding myself and my interests will help shape my choices about KS4 Options and future career ideas 	<ul style="list-style-type: none"> I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I know how to plan for my future career 	GB RSE
8.6.4 Self Esteem and the Media	Wk4	<ul style="list-style-type: none"> To describe self esteem and how it impacts someone life To explore ways to boost self esteem To evaluate the impact negative self talk can have on self esteem 	<ul style="list-style-type: none"> I understand ways to boost self esteem I can explain how the media and peers may impact my self esteem I can explain the importance of being body confident 	RSE
8.6.5 Labour Market Information	Wk5	<ul style="list-style-type: none"> To be aware of what labour market information (LMI) is and how it can be useful to you To be able to start using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers 	<ul style="list-style-type: none"> I understand what Labour Market Information is I can explain how Brexit may impact local Labour Markets in the UK I can identify the main factors that impact Labour Market Information 	GB
8.6.6 Exploring Careers	Wk6	<ul style="list-style-type: none"> To identify the 10 main UK Job sectors To explore a wide variety of jobs To evaluate the different qualifications, starting salaries and duties of a wide range of jobs 	<ul style="list-style-type: none"> I can identify a range of different UK Job sectors I know the starting salaries of a range of jobs I can explain my dream job or career 	GB
YEAR 9 – Essential Life Skills				
9.6.1 From Failure to Success	Wk1	<ul style="list-style-type: none"> To understand how success and failure are often linked To explore what motivates people to achieve incredible things To evaluate the importance of resilience and learning from mistakes and failures 	<ul style="list-style-type: none"> I can explain how success comes from failure I understand how to turn problems into opportunities I am a resilient person at school, home and in the community 	GB
9.6.2 First Aid	Wk2	<ul style="list-style-type: none"> To Understand the vital importance of First Aid as a life saving skill how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services 	<ul style="list-style-type: none"> I am confident in giving someone basic first aid I know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone’s life 	SH
9.6.3 Importance of Happiness	Wk3	<ul style="list-style-type: none"> To explore what happiness might mean to different people To explore why its OK for us to explore our own feelings and emotions To evaluate whether happiness truly exists 	<ul style="list-style-type: none"> I can explain what happiness looks like for different people I can recognise my own emotions and how I’m feeling I have an opinion about whether happiness exists or not 	SH

9.6.4 What is Anger	Wk4	<ul style="list-style-type: none"> To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we do and say To understand how to deal with and manage anger 	<ul style="list-style-type: none"> I understand the science behind being angry I can recognise when I'm getting angry and what my triggers are I am able to deal with my anger in a positive way 	SH
9.6.7 Social Media and Online Stress	Wk4	<ul style="list-style-type: none"> To explore the link between mental health and social media usage To identify coping strategies to manage online stress Recognise that social media sometimes does not reflect real life 	<ul style="list-style-type: none"> I can explain what online stress is I understand the link between mental health and social media usage I know how to keep my online data safe 	SH
9.6.5 Saving and Managing Money	Wk5	<ul style="list-style-type: none"> To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of storing it To be able to identify the difference between essential and non-essential expenditure 	<ul style="list-style-type: none"> I understand the meanings of a wide range of financial key terms I can evaluate different ways of storing money I can explain the many advantages to having a bank account 	GB
9.6.6 Employment and Financial Management	Wk6	<ul style="list-style-type: none"> To define terms such as financial capability and financial competence. To understand the importance of budgeting throughout a person's life To know how to calculate your personal income tax liability 	<ul style="list-style-type: none"> I understand how debt and borrowing money can impact on personal finance I am able to budget now and for the future I understand how income tax is calculated 	GB
YEAR 10 - Rights and Responsibilities				
10.6.1 The Instagram Generation	Wk1	<ul style="list-style-type: none"> To explore the link between body image and social media. To understand how hyper-edited social media can distort our view on the real world To explore what makes social media sites so popular 	<ul style="list-style-type: none"> I understand the concepts of hyper-edited and hyper-filtered media I know why social media is so popular with young people I understand the negative impact social media has on body image and self-esteem 	SH
10.6.2 Targeted Advertising	Wk2	<ul style="list-style-type: none"> To describe the three main types of targeted advertisements and explain how they work To explore the role of the advertising standards agency (ASA) To evaluate the role of targeted advertising played in the outcome of the 2016 Brexit referendum 	<ul style="list-style-type: none"> I can explain how geotargeted, contextual and retargeted advertisements work I can explain the role of the Advertising Standards Agency I know when I am being subjected to targeted advertisements online 	SH RSE
10.6.3 Marriage and What it is.	Wk3	<ul style="list-style-type: none"> I can describe what marriage is and what marriage is not I understand the legal position of gay marriage across different countries in Europe Evaluate a range of views on sex before marriage 	<ul style="list-style-type: none"> I can explain what marriage is and what it is not I can explain the law around Gay Marriage in the UK and Europe I know a range of views on sex before marriage 	RSE
10.6.4 Rights and Responsibilities	Wk4	<ul style="list-style-type: none"> To define the terms rights, responsibilities and moral duties 	<ul style="list-style-type: none"> I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have 	GB CIT

		<ul style="list-style-type: none"> To understand the different types of rights and responsibilities that exist To study the differences between civil law and criminal law 	<ul style="list-style-type: none"> I can explain the difference between civil and criminal law 	
10.6.5 Consumer Rights	Wk5	<ul style="list-style-type: none"> To understand what ethical business practices are To understand the rights and responsibilities of consumers To evaluate the impact the Consumer Rights Act 2015 has had on society 	<ul style="list-style-type: none"> I can identify unethical business practices I know my consumer rights and responsibilities I can explain how both consumers and business can drive better working practices 	GB CIT
10.6.6 Employment Rights	Wk5	<ul style="list-style-type: none"> To identify a variety of employment rights and responsibilities in the UK To understand different issues related to employee rights To explore the gender pay gap in society 	<ul style="list-style-type: none"> I know a range of employment rights and responsibilities I know the minimum amounts per hour employees must be paid I understand the term 'Gender pay gap' 	GB CIT
10.6.7 Exploring a Pay Cheque	Wk6	<ul style="list-style-type: none"> To understand what the common features of a payslip are To be able to work out using calculations Gross Pay and Net Pay on a payslip To evaluate the importance of paying tax and NI contributions 	<ul style="list-style-type: none"> I understand how to interpret a payslip I know how to work out Gross Pay and Net Pay on a payslip I am aware of all the deductions that are likely to come out of my salary when I'm older 	GB CIT
YEAR 11 – Your Future and Beyond				
11.6.1 Time Management	Wk1	<ul style="list-style-type: none"> Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can both be rewarding and damaging in our lives 	<ul style="list-style-type: none"> I am aware of the dangers associated with smart phone and screen addiction I understand what makes a good environment to sleep and study in I can explain the benefits and drawbacks of increasing use and reliance on technology in my life 	SH
11.6.2 LGBT rights across the world	Wk2	<ul style="list-style-type: none"> To understand the varying views and laws on homosexuality across the world To explore the work of LGBT activists and the international community on combating the criminalisation of homosexuality To discuss and debate sensitive LGBT topics regarding religion, politics, law and homosexuality 	<ul style="list-style-type: none"> I can identify countries that have discriminatory laws against the LGBT community I understand how to improve LGBT rights around the world I can explain why the UK has a moral responsibility in helping to decriminalise homosexuality around the globe 	BV CIT
11.6.3 Dealing with Stress and Anxiety	Wk3	<ul style="list-style-type: none"> To understand the science behind 'flight' 'Fright' or 'Freeze' responses to stress To recognise that stress is only beneficial in the short term and over the long term can affect you physically and emotionally To understand how to manage stress and relaxation 	<ul style="list-style-type: none"> I can identify the symptoms of stress I know range of ways to deal with any exam stress I have I understand how different amounts of stress can impact my performance and ability to think clearly 	SH

11.6.4 Insta Life vs. Real Life	Wk4	<ul style="list-style-type: none"> To describe the differences between real life and social media life To explore the impact social media influencers, have on society To identify coping strategies for social media wellness and improving self esteem 	<ul style="list-style-type: none"> I am aware that what I see on social media is not reflective of real life I can explain the positive and negative impact following social media influencers has on me I can identify the four main ways social media stresses people 	SH RSE
11.6.5 Writing a CV	Wk5	<ul style="list-style-type: none"> To understand the purpose of a CV To understand how to create a clear and concise CV 	<ul style="list-style-type: none"> I understand why a CV is important I am confident in creating my own CV I understand how to layout a CV and what I should avoid in order to make it look professional 	GB
11.6.6 Writing a Personal Statement	Wk6	<ul style="list-style-type: none"> To understand what a personal statement is To explore when a personal statement may be needed To be confident in writing a personal statement that reflects your abilities and ambitions 	<ul style="list-style-type: none"> I know why a Personal Statement is important I am able to write my own Personal Statement I understand when a Personal Statement may be required 	GB

HALF TERM 5 (THEME 2) Diversity and Equality (YEAR 9 do extra RSE)

YEAR 7 – Celebrating Differences				
7.2.1 Multicultural Britain	Wk1	<ul style="list-style-type: none"> To describe how diverse modern Britain is To explore the recent history of migration to Britain To evaluate the concept of Britishness and whether multiculturalism works 	<ul style="list-style-type: none"> I can give examples of multicultural Britain I can explain why different groups have migrated to the UK over the past 60 years I can explain the positive impact migration has had on Britain 	CIT
7.2.2 What is your Identity	Wk2	<ul style="list-style-type: none"> To understand the wide variety of aspects that make up ones identity To understand how different things might influence your identity To understand that its OK to be different and to be proud of your identity 	<ul style="list-style-type: none"> I can describe my identity I understand a range of influences on my identity I'm able to express myself at home and at school 	BV CIT RSE
7.2.3 Nature v. Nurture	Wk2	<ul style="list-style-type: none"> To understand what makes up our identity To explore how our identity is formed To evaluate what influences our identity the most 	<ul style="list-style-type: none"> I understand the Nature Vs. Nurture debate I can describe the different stages of socialisation I understand what is socially acceptable and not socially acceptable 	CIT
7.2.4 The Equality Act	Wk3	<ul style="list-style-type: none"> To explore the brief history of Anti-discriminations laws passed in the UK To understand what characteristics are protected under the Equality Act 2010 	<ul style="list-style-type: none"> I can name several anti-discrimination laws passed by the UK Government. I can name at least six protected characteristics I can explain the difference between direct and indirect discrimination 	BV CIT RSE

		<ul style="list-style-type: none"> To evaluate whether the UK is doing enough to ensure equality opportunities for everyone 		
7.2.5 Breaking Down Stereotypes	Wk4	<ul style="list-style-type: none"> To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge stereotypes 	<ul style="list-style-type: none"> I can explain where stereotypical views come from I understand why its important not to stereotype I don't judge people before I get to know them 	BV CIT RSE
7.2.6 Prejudice and Discrimination	Wk5	<ul style="list-style-type: none"> To identify different forms of prejudice and discrimination eg. age, racial, gender etc. To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is 	<ul style="list-style-type: none"> I know the difference between prejudice and discrimination I understand how I can help support equality for all I can identify a range of characteristics that people are sometimes prejudiced by 	BV CIT RSE
7.2.7 Challenging Islamophobia	Wk6	<ul style="list-style-type: none"> To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are attempting to combat different forms of discrimination. 	<ul style="list-style-type: none"> I understand the different forms hate crimes can take I can define islamophobia and understand some of the causes I know the hierarchy of discriminatory acts 	CIT RSE
YEAR 8 - LGBTQ+ Explored				
8.2.2 What is LGBT+	Wk1	<ul style="list-style-type: none"> To define the acronym LGBTQ+ To explore a variety of LGBT+ Role Models in British society To understand the many different key terms and concepts that are used within this topic 	<ul style="list-style-type: none"> I can explain the importance of celebrating LGBT+ History Month I understand the meaning of LGBTQA+ I can name a variety of LGBT+ role models 	RSE
8.2.3 LGBT Homophobia in school	Wk2	<ul style="list-style-type: none"> To reflect on the extent homophobia exists in schools To understand what constitutes homophobic language and homophobic bullying To empathise with how difficult it can be for young people to deal with/ live with homophobia in modern day society 	<ul style="list-style-type: none"> I can define homophobia I understand a range of forms homophobia takes I understand why its wrong to use homophobic language 	RSE BV
8.2.4 Supporting LGBT+ Students	Wk3	<ul style="list-style-type: none"> To define the term ally To explore why ally's are needed for the LGBT community To understand what can be done to support a friend in need 	<ul style="list-style-type: none"> I am an Ally to the LGBT+ Community I understand how to support a friend in need I would be confident in challenging homophobic language if I heard it 	RSE BV
8.2.5 Challenging Homophobia	Wk4	<ul style="list-style-type: none"> To explore why homophobia exists To explore how to assertively challenge homophobic language and phrases in school and everyday life To understand how to handle difficult people and uncomfortable conversations 	<ul style="list-style-type: none"> I can recognise passive, assertive and aggressive communication styles I know how to be assertive with someone I feel well equipped to challenge homophobic when I see it in school 	BV
8.2.6 Transphobia	Wk5	<ul style="list-style-type: none"> To understand the terms gender dysphoria and transphobia To explore the misconceptions that surrounds trans people To examine how Trans people are treated throughout the world 	<ul style="list-style-type: none"> I understand what gender dysphoria is I understand the importance of celebrating the LGBT+ community 	BV

			<ul style="list-style-type: none"> I feel confident in talking about trans issues to other people and using the correct terms 	
8.2.7 Coming Out	Wk6	<ul style="list-style-type: none"> To explore the concept of trust and what it means to 'come out' To understand the thoughts, feeling and processes someone might be going through who is thinking of coming out To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I know how to support someone coming out I know where to go for extra information and support regarding LGBT issues I understand the issues faced by someone coming out 	BV
YEAR 9 – Sex, The Law and Consent (EXTRA RSE)				
9.2.1 Sexual Consent and the Law	Wk1	<ul style="list-style-type: none"> To know the legal definition of consent and the law surrounding it To understand the practicalities of consent and the importance of it To understand the consequences of sexual activity with no consent 	<ul style="list-style-type: none"> I understand the requirements for consent I know the law in relation to consent, sexual assault and rape I understand the vital importance of consent 	RSE
9.2.2 FGM and the Law	Wk1	<ul style="list-style-type: none"> To revise the different parts of the female reproductive organs To understand what FGM is and to know that FGM is illegal and where you can go for help and support 	<ul style="list-style-type: none"> I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I understand the dangers associated with FGM and Know where to seek help and support 	RSE
9.2.3 Delaying Sexual Activity	Wk2	<ul style="list-style-type: none"> Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship 	<ul style="list-style-type: none"> I understand the benefits of delaying sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships 	RSE
9.2.4 Why have Sex	Wk3	<ul style="list-style-type: none"> To understand the considerations to be taken before making a relationship sexual To understand the positive and negative reasons to have sex To explore the consequences of making a relationship sexual 	<ul style="list-style-type: none"> I know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex I understand the full range of consequences of making a relationship sexual 	RSE
9.2.5 Relationships and Partners	Wk4	<ul style="list-style-type: none"> To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a relationship 	<ul style="list-style-type: none"> I understand the main features that help to build a healthy relationship I know a range of nonphysical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not 	RSE

9.2.6 Masturbation	Wk5	<ul style="list-style-type: none"> To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high-risk activities 	<ul style="list-style-type: none"> I can define the terms pleasure and masturbation and give examples of each I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities 	RSE
9.2.7 What are STIs?	WK6	<ul style="list-style-type: none"> Name at least five common STDs and how they are transmitted. Understand the term safe sex. Compare sexual behaviours that put people at high, low or no risk for STD 	<ul style="list-style-type: none"> Able to name at least 5 Sexually transmitted infections Understand the 2/3 main groups of STI's that exist Able to describe some of the possible symptoms of having an STI 	RSE
YEAR 10 - Exploring World Issues				
10.2.1 International Organisations	Wk1	<ul style="list-style-type: none"> To understand the role international organisations, play in the world To explore the history of the UN, NATO and the Commonwealth To evaluate the importance of being a member to these organisations 	<ul style="list-style-type: none"> I can identify six organisations that the UK belongs to I understand the work and role of the UN and the Commonwealth I understand the benefits international organisations provide to the worlds people 	CIT
10.2.2 Brexit	Wk2	<ul style="list-style-type: none"> To describe the purpose of the European Union To understand why the Brexit referendum happened To evaluate the arguments for and against Brexit 	<ul style="list-style-type: none"> I know why Brexit happened I understand a range of arguments for Brexit I understand a range of arguments against Brexit 	CIT
10.2.3 Aid and Supporting Other Countries	Wk3	<ul style="list-style-type: none"> To describe a variety of ways the UK can help support other countries To understand the different issues impacting countries across the world To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I know the difference between Free trade and Fair trade I understand how one country can help another I know the differences between developing countries and developed countries 	BV CIT
10.2.4 Fairtrade	Wk4	<ul style="list-style-type: none"> To identify how Fair Trade supports developing countries and their farmers To understand the importance of being an ethical consumer 	<ul style="list-style-type: none"> I understand the concept of Fairtrade I understand some of the Fairtrade principles I am an ethical consumer 	CIT
10.2.5 Peace, War and Conflict	Wk5	<ul style="list-style-type: none"> To explore a variety of people who have successfully campaigned for peace over the years To understand different symbol for peace used across the world To evaluate why some world conflicts are difficult o solve 	<ul style="list-style-type: none"> I can identify a variety of peace symbols I can explain a range of factors that cause conflict I can name a variety of peaceful activists and the causes they fought for 	CIT

10.2.6 Women's Rights and Equalities	Wk6	<ul style="list-style-type: none"> To explore the changing role of women in society over the past 100+ years To understand the key events that led up to women gaining equal rights with men To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> I can explain how the role of women has changed in society I understand key events that have led to equal right for women I can identify a variety of positive female role models 	BV CIT
10.2.7 MeToo Movement and TimesUp	Wk6	<ul style="list-style-type: none"> I can explain what the #MeToo movement is about I can explain how the Time's Up movement is helping to support women and equality I understand the importance of speaking out about sexual misconduct and sexual harassment 	<ul style="list-style-type: none"> I can explain the #MeToo Time's Up movements I understand the importance of speaking out against sexual harassment I can identify a variety of positive female role models 	CIT RSE
YEAR 11 - Exam Skills				
11.2.1 Exam Skills	Wk1			
11.2.2 Exam Skills	Wk2			
11.2.3 Exam Skills	Wk3			
11.2.4 Exam Skills	Wk4			
11.2.5 Exam Skills	Wk5			
11.2.6 Exam Skills	Wk6			

HALF TERM 6 (THEME 1) Rights, Responsibilities and British Values				
YEAR 7 - Politics, Parliament and Me				
7.1.1 Why is Politics Important?	Wk1	<ul style="list-style-type: none"> To understand the impact politics has on every day life To explore the History of the UK Parliament To evaluate why its better to live in a democracy rather than a dictatorship 	<ul style="list-style-type: none"> I understand how politics impacts my life I can describe the role of parliament I can explain the difference between living in a democracy and a dictatorship 	CIT BV
7.1.2 How is the country run?	Wk2	<ul style="list-style-type: none"> To describe the make up of parliament and the main roles it performs To understand the role of a local MP To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament 	<ul style="list-style-type: none"> I can explain the differences between the two house of Parliament I can describe the role of a Local MP I can identify the features of a democratic country 	CIT GB BV
7.1.3 Political parties	Wk3	<ul style="list-style-type: none"> To name the main parties that represent the UK in Parliament To explore what makes a good political party To be able to create a new political party for the UK 	<ul style="list-style-type: none"> I can name five political parties I understand the difference between Labour and Conservative I know who can and cannot stand for political office 	CIT

7.1.4 Elections and campaigning	Wk4	<ul style="list-style-type: none"> To describe the different types of elections in the UK To explore how a new government is formed after a general election To evaluate the importance of exercising your right to vote 	<ul style="list-style-type: none"> I can explain how the Government is formed I understand the different types of elections held within the UK I can explain several reasons why voting is important 	CIT
7.1.5 Politics and Debating	Wk5	<ul style="list-style-type: none"> To define the terms advocate and devils advocate To practice the art of debating To evaluate recent law changes in the UK 	<ul style="list-style-type: none"> I can define the terms advocate and devils advocate I can recognise a wide range of views on a single topic I understand the arguments for and against lowering the voting age 	CYI BV
7.1.6 Exploring inside Parliament	Wk6	<ul style="list-style-type: none"> To describe the state opening of parliament To explore inside the House of commons and the House of Lords To explain the difference between parliament and Government and evaluate who holds the balance of power 	<ul style="list-style-type: none"> I can explain how Parliament is opened I understand the differences between Parliament and Government I know what the insides of the Houses of Parliament look like 	CIT BV
7.1.7 Who is the Prime Minister	Wk7	<ul style="list-style-type: none"> To describe how Boris Johnson became the Prime Minister in 2019 To explore the political career of Boris Johnson To evaluate whether Boris Johnson has the skills and qualities needed to be an effective Prime Minister 	<ul style="list-style-type: none"> I can explain how Boris Johnson became the Prime Minister I can explain the job responsibilities of the Prime Minister I can explain the skills and qualities needed to be Prime Minister 	CIT BV
YEAR 8 – Law, Crime and Society				
8.1.1 Desert Island Living	Wk1	<ul style="list-style-type: none"> To explore what it would be like to live on a desert island To understand that with rights comes responsibilities To evaluate the fairest way to make choices 	<ul style="list-style-type: none"> I can make difficult decisions I understand the qualities needed to be a leader I work well in a team 	CIT
8.1.2 Building a community	Wk2	<ul style="list-style-type: none"> To understand the concept of community cohesion and what makes a community To be able to make decision and understand the impact of those decisions To understand the different forms of prejudice that exist 	<ul style="list-style-type: none"> I know what makes a good community I try not to stereotype and pre judge people I can define prejudice and discrimination 	CIT GB BV
8.1.3 Making Decisions and Priorities	Wk3	<ul style="list-style-type: none"> Understanding how to survive on a desert Island To describe the different rites of passage throughout life To develop skills of evaluation, prediction and self reflection 	<ul style="list-style-type: none"> I could survive on a desert Island I understand how to be a good team player I understand how birth is celebrated by different religions 	CIT
8.1.4 Criminals, Laws and Society	Wk4/5	<ul style="list-style-type: none"> To understand why the age of criminal responsibility varies in different countries To understand how the criminal justice system operate for young offenders To evaluate why young people commit crimes 	<ul style="list-style-type: none"> I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law 	CIT BV

8.1.5 Law making in the UK	Wk6	<ul style="list-style-type: none"> To understand why laws are needed in society To understand the process of how a bill passes through Parliament To evaluate recent changes to the law in England and Wales 	<ul style="list-style-type: none"> I know why society needs laws I understand how a bill becomes a law in the UK I can explain recent law changes in the UK 	CIT BV
8.1.6 Prisons in the UK	Wk7	<ul style="list-style-type: none"> To explain the types of punishments available in the UK To understand the different theories behind punishing offenders To evaluate whether Prison is an effective form of punishment 	<ul style="list-style-type: none"> I can name a wide variety of punishments used in the UK Criminal Justice System I understand the theories behind punishment I understand the arguments for and against the use of prisons 	CIT
YEAR 9 – Combatting Extremism and Terrorism				
9.1.1 Conspiracies and Extremist Narratives	Wk1	<ul style="list-style-type: none"> To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society 	<ul style="list-style-type: none"> I know what a conspiracy theory is I understand what an extremist narrative is I understand why conspiracy theories are damaging to society 	CIT
9.1.2 Extremism in all its forms	Wk2	<ul style="list-style-type: none"> To define the terms extremism, terrorism and radicalisation To understand the different types of extremism To understand how extremist views can lead to acts of terrorism 	<ul style="list-style-type: none"> I can define extremism and terrorism I understand the different types of extremism that exist I understand the difference between extremism and terrorism 	CIT
9.1.3 What is terrorism	Wk3	<ul style="list-style-type: none"> To understand the iceberg analogy of terrorism To explore why people may choose to commit an act of terrorism To evaluate the current terror threat to the UK and explore recent acts of terrorism 	<ul style="list-style-type: none"> I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism 	CIT
9.1.4 Proud to be British	Wk4	<ul style="list-style-type: none"> To explore if being British is still a positive identity for young people today To understand how supporting British values can help combat extremism To understand some of the dangers young people should be aware of and how to protect against them 	<ul style="list-style-type: none"> I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK 	BV CIT
9.1.5 The radicalisation process	Wk5	<ul style="list-style-type: none"> I understand how the radicalisation process works I am able to explore the different methods used by extremist groups to spread their ideologies I understand what can be done to prevent myself and others from being susceptible to radicalisation 	<ul style="list-style-type: none"> I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself safe 	CIT

9.1.6 Counter terrorism	Wk6	<ul style="list-style-type: none"> I understand how counter terrorism works in the UK and the Prevent duty I understand how to respond in a terrorist situation I can evaluate the best way to fight extremism and the ideologies spread by extremist groups 	<ul style="list-style-type: none"> I know what counter terrorism is I know how to respond in a terrorist situation I can describe the Pygmalion effect 	CIT
9.1.7 Anti-semitism	Wk7	<ul style="list-style-type: none"> To define the terms Zionism and Anti-Semitism To explore why jews have been persecuted in Europe over hundreds of years To evaluate whether Jeremy Corby and the Labour Party are Anti-Semitic 	<ul style="list-style-type: none"> I can define Zionism and Anti-Semitism I understand why Anti-Semitism has been in the news recently I can describe what a cohesive community looks like 	CIT
YEAR 10 - Exploring British Values				
10.1.1 Critical thinking and Fake News	Wk1	<ul style="list-style-type: none"> To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important 	<ul style="list-style-type: none"> I can spot fake news I understand the importance of critical thinking I understand why fake news can be damaging 	BV CIT
10.1.2 What is a cult	Wk2	<ul style="list-style-type: none"> To define the word cult To explain why people may be attracted to these groups and some of the dangers of these groups To evaluate the difference between a cult and a religion 	<ul style="list-style-type: none"> I know what a cult is I understand the differences between a cult and a religion I understand why people may decide to join a cult 	BV CIT
Revision Skills	Wk3	•	•	
Revision Skills	Wk4	•	•	
10.1.3 Exploring Britishness and British Values	Wk5	<ul style="list-style-type: none"> To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging 	<ul style="list-style-type: none"> I can describe the British Values I understand the different aspects that make up my identity I understand the importance of promoting British Values in school 	BV CIT
10.1.4 LGBT Rights and British Values	Wk6	<ul style="list-style-type: none"> To define homophobia and give examples of it in UK society To explore how British values can be used to combat homophobia To evaluate how far the UK has come in tackling various forms of discrimination 	<ul style="list-style-type: none"> I can define the term homophobia I understand how British Values are used to combat homophobia in the UK I know where to seek support for myself or a friend who is dealing with homophobic abuse 	BV CIT
10.1.5 What are human rights?	Wk7	<ul style="list-style-type: none"> To define what Human rights are To explore how Human Rights came about To evaluate how we can protect Human Rights in the modern world 	<ul style="list-style-type: none"> I can name a range of Human Rights I understand the origins of Human Rights I understand how Human rights are protected 	BV CIT
10.1.6 Exploring Human Rights	Wk7	<ul style="list-style-type: none"> To explore how Human Rights are protected against in the UK come into conflict To understand the two categories of Human Rights 	<ul style="list-style-type: none"> I can name eight Human Rights I can explain the positive impacts of the Human Rights Act 1998 has had on society 	BV CIT

		<ul style="list-style-type: none"> To evaluate some of the issues that arise when Human Rights 	<ul style="list-style-type: none"> I can describe situations when Human Rights may come into conflict 	
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Appendix 1a: Statutory RSE learning outcomes.

These have been taken from the statutory guidance, which can be read in full [here](#).

By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
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Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none">● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.● Practical steps they can take in a range of different contexts to improve or support respectful relationships.● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.● What constitutes sexual harassment and sexual violence and why these are always unacceptable.● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
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<p>Online and media</p>	<ul style="list-style-type: none"> ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● What to do and where to get support to report material or manage issues online. ● The impact of viewing harmful content. ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● How information and data is generated, collected, shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● That they have a choice to delay sex or to enjoy intimacy without sex. ● The facts about the full range of contraceptive choices, efficacy and options available. ● The facts around pregnancy including miscarriage. ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

	<ul style="list-style-type: none"> ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● How the use of alcohol and drugs can lead to risky sexual behaviour. ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 1b: Statutory health education learning outcomes.

These have been taken from the statutory guidance, which can be read in full [here](#).

By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Mental well-being	<ul style="list-style-type: none"> ● How to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● That happiness is linked to being connected to others. ● How to recognise the early signs of mental wellbeing concerns. ● Common types of mental ill health (e.g. anxiety and depression). ● How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> ● The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<ul style="list-style-type: none"> ● The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ● About the science relating to blood, organ and stem cell donation.

Healthy eating	<ul style="list-style-type: none"> ● How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● The law relating to the supply and possession of illegal substances. ● The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● The physical and psychological consequences of addiction, including alcohol dependency. ● Awareness of the dangers of drugs which are prescribed but still present serious health risks. ● The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> ● About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● The benefits of regular self-examination and screening the facts and science relating to immunisation and vaccination. (late secondary) ● The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> ● Basic treatment for common injuries. ● Life-saving skills, including how to administer CPR. ● The purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> ● key facts about puberty, the changing adolescent body and menstrual wellbeing. ● the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 1c: Non-statutory PSHE learning outcomes.

This section covers the learning outcomes for aspects of PSHE that do not fall under the statutory requirements in RSE and health education. These learning outcomes are taken from the PSHE Association programmes of study.

By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
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<p>Digital literacy</p> <p><i>(many elements of this component are also covered within statutory RSE)</i></p>	<ul style="list-style-type: none"> ● About online communication. ● How to use social networking sites safely. ● How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalization. ● How to respond and seek support in cases of online grooming. ● How to recognise biased or misleading information online. ● How to critically assess different media sources. ● How to distinguish between content which is publicly and privately shared. ● About age restrictions when accessing different forms of media and how to make responsible decisions ● How to protect financial security online. ● How to assess and manage risks in relation to gambling and chance-based transactions.
<p>Economic wellbeing</p>	<ul style="list-style-type: none"> ● How to make safe financial choices. ● About ethical and unethical business practices and consumerism. ● About saving, spending and budgeting. ● How to manage risk-taking behaviour. ● How to effectively budget and evaluate savings options. ● How to prevent and manage debt, including understanding credit rating and pay day lending. ● How data is generated, collected and shared, and the influence of targeted advertising. ● How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling. ● Strategies for managing influences related to gambling, including online. ● About the relationship between gambling and debt. ● About the law and illegal financial activities, including fraud and cybercrime. ● How to manage risk in relation to financial activities.
<p>Employability and enterprise</p>	<ul style="list-style-type: none"> ● How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. ● About equality of opportunity in life and work. ● How to challenge stereotypes and discrimination in relation to work and pay. ● About employment, self-employment and voluntary work. ● About different types of employment and career pathways. ● How to manage feelings relating to future employment. ● About young people’s employment rights and responsibilities. ● How to evaluate strengths and interests in relation to career development. ● Strategies for overcoming challenges or adversity at work. ● About responsibilities in the workplace. ● How to manage practical problems and health and safety. ● How to maximise employability, including managing online presence and taking opportunities to broaden experience.

	<ul style="list-style-type: none"> ● About rights, responsibilities and challenges in relation to working part time whilst studying. ● How to manage work/life balance.
Career progression	<ul style="list-style-type: none"> ● About a broad range of careers and the abilities and qualities required for different careers ● How to challenge stereotypes, broaden their horizons and how to identify future career aspirations ● About the link between values and career choices ● About transferable skills, abilities and interests ● How to demonstrate strengths. ● How to work towards aspirations and set meaningful, realistic goals for the future. ● About GCSE and post-16 options. ● To set and achieve SMART targets. ● Effective revision techniques and strategies. ● About application processes, including writing CVs, personal statements and interview technique. ● How to set aspirational goals for future careers and challenge expectations that limit choices.