

## **RSE (Relationships and Sex Education) Policy (A11)**

### **1. Introduction**

The school's Relationships Education & Relationships and Sex Education policy is based on the statutory guidance document Relationships and Sex Education (RSE) and Health Education (as part of Personal, Social, Health and Economic (PSHE) Education) (DfE, updated September 2021), Relationships Education (Primary) (DfE, updated September 2021), Relationships and Sex Education (Secondary) and the PSHE Association's supplementary guidance (PSHE Association)

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Furthermore, it is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

At Fulham School we use a gender equity and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBTQIA+ families and other family structures understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships.

At Fulham School we believe that all our pupils have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education

Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQI+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We define sex education as teaching our pupils about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. This draws on knowledge of the human life cycle set out in the national curriculum for science, as well as those related elements (the physical changes associated with puberty) within statutory Health Education.

In our school, we believe that there is a need to teach age and developmentally appropriate sex education as part of our Relationships Education. We take the approach that Relationships and sex education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture our pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care and for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The policy should be read in conjunction with other relevant policies: Anti-bullying policy, Behaviour, Rewards & Sanctions policy, Child Protection and Safeguarding policy, PSHE, science curriculum, E-Safety and Use of ICT policy, Diversity Policy, British Values Policy and School Complaints policy.

This policy is updated annually following review and feedback from teachers and pupils on RSE provision and annual meeting with parents.

## **2. Aims & Objectives**

- The teaching of Relationships and Sex Education (RSE) is a partnership between home and School. The School aims to provide a safe, positive and respectful environment in which all members of the school community can learn about RSE and grow in confidence, knowledge and skills, which supports the essential role of parents in providing this education.
- RSE at Fulham School is underpinned by the Fulham Core values and ethos within our school. Through our Fulham Core PSHE programme we aim to provide children with the knowledge, skills and understanding of healthy and respectful relationships and appropriate boundaries.
- We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into empathetic, responsible and respectful young citizens who lead confident, healthy, independent lives and who have safe, fulfilling and enjoyable relationships.
- At Fulham School RSE is about learning the emotional, social and physical aspects of growing up, relationships, sexual reproduction, human sexuality and sexual health. The aim is to encourage children to take responsibility for their sexual health and wellbeing and build healthy, compassionate relationships.
- We recognise that our pupils come from a diverse variety of families. All teaching at Fulham School, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity, whilst respect for one another remains the underlying principle.

## **3. Delivery and Training**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school.

PSHE lessons are taught by form teachers, supported by expert visitors as appropriate and necessary. They are delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE sessions within the Fulham Core programme.

Teaching staff receive training in the delivery of the RSE curriculum through staff meetings led by the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead, with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

RSE is part of a broader PSHE programme of study, in which many aspects of human relationships are explored. Progression is ensured between Fulham Pre-Prep, Prep and Seniors through regular liaison and sharing of resources and plans as appropriate.

RSE is delivered predominantly by form teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

**Guest speakers:** We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy and guidelines for visiting speakers. A teacher will be present throughout these lessons.

#### **4. RSE Curriculum & Themes covered**

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Fulham Pre-Prep (R – Year 2), the Prep School (Years 3-8) and Fulham Senior (Years 9-11), we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. Jigsaw is a comprehensive scheme of planning and resources, which is regularly updated on its online portal to ensure it remains relevant, engaging to children and meets all statutory requirements of PSHE. Years 12 & 13 at Fulham Senior use a separate programme of study which cover some of the over-arching Jigsaw themes to ensure consistency.

As is required by the new statutory guidance, parents are consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Form teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate.

In each year group, lessons will recap and build on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

An overview of our RSE schedule as part of the PSHE programme (in addition to biology taught within science lessons can be found as part of Appendix 1.

#### **5. Monitoring and Review**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. For this reason, the Deputy Head Pastoral/ Head of PSHE meets with the Heads of Year regularly who in turn meet with their year group form teachers, reacting to current situations and adapting the curriculum accordingly. In the Senior School and Pre-Prep, the PSHE Lead meets with form teachers or those delivering the RSE material to discuss adapting the curriculum to suit current situations. The elements which are reviewed and considered are:

- The resources and methods used as well as their appropriateness and effectiveness;
- The reaction of the pupils to the lessons and materials;
- The inclusion of new/ additional topics that may need to be covered;

The policy and syllabus are available to all staff and parents on Firefly ('The Hive'). This ensures the wider staff body and parents are aware of what is being taught so that they are prepared to support the emotional needs of the children.

## **6. Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Staff receive training that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead or any member of the Safeguarding team as a matter of priority. Any incident involving sexual misconduct is taken extremely seriously and is investigated thoroughly, potentially involving third party organisations. This is in line with the whole school Safeguarding and Behaviour, Rewards and Sanctions policies.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children regarding RSE and Health Education. Such visits are arranged through the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead and with the approval of senior leaders.

Staff regularly receive safeguarding training and are alert to possible signs of abuse, neglect and harassment including child-on-child abuse, sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalization amongst others.

In the case of a disclosure, all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Staff are particularly aware of pupils with particular vulnerabilities including those with SEND or those who are LGBTQIA+.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (DSL) or a deputy (DDSL).

## 7. Parental rights

Our RSE curriculum is designed to support and complement RSE provision provided by parents and carers. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child. All parents are directed towards the main policies on the school website, including this RSE policy, which makes them aware of their statutory rights.

We recognise that parents have the final decision about their child's Relationship and Sex Education up to when the child is 16 years old. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their children. In such cases, we fully respect and uphold the rights of parents to withdraw their children from aspects of the course. Alternative arrangements will be made for pupils in these circumstances; usually, this will involve independent study in the library or similar location. The right to withdraw from lessons relates only to Sex Education, and not to the teaching of the biological aspects of human growth and reproduction.

If parents have any queries or wish to withdraw their child from Relationship and Sex Education, they should contact the Head/ Deputy Head Pastoral/ Head of PSHE/ PSHE Lead who will then liaise with the pupil's Form Tutor. The RSE policy and an overview of the syllabus are available to parents on Firefly ('The Hive').

## 8. Review and evaluation:

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason, we regularly review our RSE curriculum. This policy will be reviewed annually.

### Appendix 1

Year group & timing	Topics	Delivered by
EYFS  Autumn	<b>Celebrating Difference</b> <ul style="list-style-type: none"><li>• Identifying talents</li><li>• Being special</li><li>• Families</li><li>• Where we live</li><li>• Making friends</li><li>• Standing up for yourself</li></ul>	Form teachers

<p><b>Summer</b></p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend</li> </ul>	<p><b>Form teachers</b></p>
<p><b>Summer</b></p>	<p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>	<p><b>Form teachers</b></p>

<p><b>Year 1</b></p> <p><b>Autumn</b></p> <p><b>Summer</b></p> <p><b>Summer</b></p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Understanding bullying and knowing how to deal with it</li> <li>• Making new friends</li> <li>• Celebrating the differences in everyone</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition</li> </ul>	<p><b>Form teachers</b></p> <p><b>Form teachers</b></p> <p><b>Form teachers</b></p>
<p><b>Year 2</b></p> <p><b>Autumn</b></p> <p><b>Summer</b></p>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Different types of family</li> </ul>	<p><b>Form teachers</b></p> <p><b>Form teachers</b></p>

<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>	<p><b>Form teachers</b></p>
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<b>Year 3</b>		<b>Form teachers</b>
<b>Autumn</b>	<b>Celebrating Difference (CD)</b> <ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	
<b>Summer</b>	<b>Relationships (RL)</b> <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<b>Changing Me (CM)</b> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> </ul>	<b>Form teachers</b>
<b>Year 4</b>		<b>Form teachers</b>
<b>Autumn</b>	<b>'Celebrating Difference' (CD)</b> <ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special/unique everyone is</li> <li>• First impressions</li> </ul>	
<b>Summer</b>	<b>Relationships (RL)</b> <ul style="list-style-type: none"> <li>• Jealousy</li> </ul>	<b>Form teachers</b>

<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul> <p><b>Changing Me (CM)</b></p> <ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> </ul>	<p><b>Form teachers</b></p>
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<b>Year 5</b>	<b>Reproduction (Science)</b>	<b>Science teachers</b>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Difference between sexual and asexual reproduction</li> <li>• Understand the process of fertilisation</li> <li>• Understand what a zygote is</li> <li>• Understand about changes during puberty</li> <li>• Understand the process of sexual reproduction in humans</li> <li>• Understand how a baby develops in the womb</li> </ul>	
<b>Autumn</b>	<b>Celebrating Difference (CD)</b>	<b>Form teachers</b>
	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> </ul>	
<b>Summer</b>	<b>Relationships (RL)</b>	<b>Form teachers</b>
	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMART internet safety rules</li> </ul>	
<b>Summer</b>	<b>Changing Me (CM)</b>	<b>Form teachers</b>
	<ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> </ul>	

<b>Year 6</b>		
<b>Autumn</b>	<p><b>Celebrating Difference (CD)</b></p> <ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Difference as conflict</li> <li>• Difference as celebration</li> <li>• Empathy</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<p><b>Relationships (RL)</b></p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<p><b>Changing Me (CM)</b></p> <ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflections about change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends/girlfriends</li> <li>• Sexting</li> <li>• Transition to Senior School</li> </ul>	<b>Form teachers</b>

<b>Year 7</b>	<b>Celebrating Difference (CD)</b>	<b>Form teachers</b>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Prejudice and discrimination</li> <li>• Equality Act</li> <li>• Bystanders</li> <li>• Stereotyping</li> <li>• Challenging negative behaviour and attitudes</li> </ul>	
<b>Spring</b>	<b>Reproduction (Science)</b> <ul style="list-style-type: none"> <li>• Identify the key parts of the female and male reproductive systems</li> <li>• Understand the process of sexual reproduction</li> <li>• Understand the stages of labour</li> </ul>	<b>Science teachers</b>
<b>Summer</b>	<b>Relationships (RL)</b> <ul style="list-style-type: none"> <li>• Characteristics of healthy relationships</li> <li>• Healthy romantic relationships</li> <li>• Consent</li> <li>• Relationships and change</li> <li>• Emotions within friendships</li> <li>• Being discerning</li> <li>• Assertiveness</li> <li>• Sexting</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<b>Changing Me (CM)</b> <ul style="list-style-type: none"> <li>• Puberty changes</li> <li>• FGM &amp; breast flattening</li> <li>• Responsibilities of parenthood</li> <li>• Types of committed relationships</li> <li>• Media and self-esteem</li> <li>• Self-image</li> <li>• Brain changes in puberty</li> <li>• Sources of help and support</li> </ul>	<b>Form teachers</b>

<b>Year 8</b>		
<b>Autumn</b>	<p><b>Celebrating Difference (CD)</b></p> <ul style="list-style-type: none"> <li>• Positive change made by others</li> <li>• How positive behaviour affects feelings of wellbeing,</li> <li>• Social injustice,</li> <li>• Inequality,</li> <li>• Community cohesion and support</li> <li>• Multiculturalism</li> <li>• Race and religion</li> <li>• Prejudice</li> <li>• LGBT+</li> <li>• Bullying</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<p><b>Relationships (RL)</b></p> <ul style="list-style-type: none"> <li>• Positive relationship with self</li> <li>• Social media and relationship with self</li> <li>• Negative self-talk</li> <li>• Managing a range of relationships</li> <li>• Personal space</li> <li>• Online etiquette</li> <li>• Online privacy and personal safety</li> <li>• Coercion</li> <li>• Unhealthy balance of power in relationships</li> <li>• Sources of support</li> </ul>	<b>Form teachers</b>
<b>Summer</b>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Types of close intimate relationships</li> <li>• Physical attraction</li> <li>• Legal status of relationships</li> <li>• Behaviours in healthy and unhealthy romantic relationships</li> <li>• Pornography</li> <li>• Sexuality</li> <li>• Alcohol and risky behaviour</li> </ul>	<b>Form teachers</b>

<p><b>Year 9</b></p>	<p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>• Perceptions about intimate relationships</li> <li>• Consent</li> <li>• Sexual exploitation</li> <li>• Peer approval</li> <li>• Peer on peer abuse</li> <li>• Grooming</li> <li>• Radicalisation</li> <li>• County lines</li> <li>• Risky experimentation</li> <li>• Positive and negative self-identity</li> <li>• Groups and influences</li> <li>• Social media</li> <li>• Abuse and coercion</li> <li>• Coercive control</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Protected characteristics</li> <li>• Equality Act</li> <li>• Phobic and racist language</li> <li>• Legal consequences of bullying and hate crime</li> <li>• Sexism</li> <li>• Ageism</li> <li>• Positive and negative language</li> <li>• Banter</li> <li>• Peer on peer abuse</li> <li>• Bullying in the workplace</li> <li>• Direct and indirect discrimination</li> <li>• Harassment</li> <li>• Victimisation</li> <li>• Prejudice</li> <li>• Discrimination</li> <li>• Stereotyping</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Personal strengths</li> <li>• Health goals</li> <li>• SMART planning</li> <li>• The world of work</li> <li>• Links between body image and mental health</li> <li>• Non-financial dreams and goals</li> <li>• Mental health and ill health</li> <li>• Media manipulation</li> <li>• Self-harm</li> <li>• Self-esteem</li> <li>• Stigma</li> </ul>	<p><b>Form teachers</b></p>
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	<ul style="list-style-type: none"> <li>• Anxiety disorders</li> <li>• Eating disorders</li> <li>• Depression</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Misperceptions about young peoples' health choices</li> <li>• Physical and psychological effects of drugs and alcohol</li> <li>• Alcohol and the law</li> <li>• Alcohol and drug poisoning</li> <li>• Addiction</li> <li>• Smoking</li> <li>• Vaping</li> <li>• Drug classification</li> <li>• Supply and possession legislation</li> <li>• Emergency situations</li> <li>• First aid</li> <li>• CPR</li> <li>• Substances and safety</li> <li>• Sources of advice and support</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Power and control in intimate relationships</li> <li>• Risk in intimate relationships</li> <li>• Importance of sexual consent</li> <li>• Assertiveness skills</li> <li>• Sex and the law</li> <li>• Pornography and stereotypes</li> <li>• Contraception choices</li> <li>• Age of consent</li> <li>• Family planning</li> <li>• Consequences of unprotected sex</li> <li>• STIs</li> <li>• Support and advice services</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Mental health stigma</li> <li>• Triggers</li> <li>• Support strategies</li> <li>• Managing emotional changes</li> </ul>	
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	<ul style="list-style-type: none"><li>• Resilience and how to improve it</li><li>• Reflection on importance of sleep in relation to mental health</li><li>• Reflection on changes</li><li>• Benefits of relaxation</li></ul>	
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<b>Year 10</b>	<b>Being Me</b>	
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Societal freedom</li> <li>• Understanding safety in UK and beyond</li> <li>• Ending relationships safely</li> <li>• Stages of grief, loss and bereavement</li> <li>• Peer on peer abuse</li> <li>• Social media and culture</li> <li>• Use of online data</li> <li>• Threats to online safety</li> <li>• Online identity</li> <li>• Assessing and managing risk</li> <li>• The law and social media</li> <li>• Risk and emergency contacts</li> <li>• Positive and negative relationships</li> </ul>	<b>Form teachers</b>
<b>Autumn</b>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Equality including in the workplace, in society and in relationships</li> <li>• Equality Act 2010</li> <li>• Vulnerable groups including disability and hidden disability</li> <li>• Workplace expectations</li> <li>• Rights and responsibilities</li> <li>• Power and control in relationships</li> <li>• Coercive control</li> <li>• Benefits of multicultural societies</li> <li>• Equity, equality and inequality</li> <li>• My health</li> </ul>	
<b>Spring</b>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Impact of physical health in reaching goals</li> <li>• Relationships and reaching goals</li> <li>• Resilience</li> <li>• Work/life balance</li> <li>• Connections and impact on mental health</li> <li>• Balanced diet, vital organs, blood donation</li> <li>• Benefits of helping others</li> <li>• Online profile and impact on future goals and employability</li> </ul>	
<b>Spring</b>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Improving health</li> <li>• Mental health</li> <li>• Sexual health</li> <li>• Blood-borne infections</li> <li>• Self-examination</li> <li>• Diet and long-term health</li> <li>• Misuse of prescription drugs</li> </ul>	<b>External RSE consultant workshops</b>

<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Substances and the body</li> <li>• Common mental health disorders</li> <li>• Positive impact of volunteering</li> <li>• Common threats to health including chronic disease, epidemics, misuse of antibiotics</li> <li>• Organ donation</li> <li>• Stem cells</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Sustaining long-term relationships</li> <li>• Intimacy</li> <li>• Healthy relationship with self</li> <li>• Attraction, love, lust</li> <li>• Relationship choices</li> <li>• Ending relationships safely</li> <li>• Consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, impact on family</li> <li>• Understanding love</li> <li>• Fake news</li> <li>• Pornography</li> </ul>	
<p><b>Summer</b></p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Impact of societal change on young people</li> <li>• Role of media on societal change</li> <li>• Reflection on change so far and how to manage it successfully</li> <li>• Decision making</li> <li>• Sexual identity</li> <li>• Gender</li> <li>• Spectrum of sexuality</li> <li>• Stereotypes in romantic relationships</li> <li>• Sexual identity and risk</li> <li>• Physical and emotional changes</li> <li>• Family change</li> <li>• Sources of support</li> </ul>	

**Year 11**

**Being me in my world**

**Form teachers**

**Autumn**

- Becoming an adult.
- Age limits and the law relationships and the law,
- consent,
- coercive control,
- child on child abuse,
- domestic abuse,
- honour-based, violence,
- arranged and forced marriages The Equality Act 2010.
- The law on internet use and pornography,
- social media concerns,
- sexting keeping safe.
- Emergency situations, key advice, first aid, scenarios and consequences

**Spring**

**Healthy Me**

- Managing anxiety and stress
- Exam pressure
- Concentration strategies
- Work-life balance
- Sexual health
- Hygiene
- Self- examination
- STIs
- Sexual pressure
- Fertility issues
- Contraception
- Consent
- Pregnancy facts and myths

	<ul style="list-style-type: none"> <li>• Pregnancy choices including adoption, abortion, bringing up a baby, financial implications</li> <li>• Identifying a range of risks including rape and strategies for staying safe</li> <li>• Expectations in relationships</li> </ul>
<b>Summer</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Stages of intimate relationships</li> <li>• Positive and negative connotations of sex</li> <li>• Spectrum of gender and sexuality</li> <li>• LGBT+ rights and protection under the Equality Act</li> <li>• “Coming out” challenges</li> <li>• LGBT+ media stereotypes</li> <li>• Peer on peer abuse</li> <li>• Power, control and sexual experimentation</li> <li>• Forced marriage</li> <li>• Honour-based violence</li> <li>• FGM and other abuses</li> <li>• Hate crime</li> <li>• Sources of support</li> </ul>
<b>Year 12</b>	<p><b>Health &amp; Well-Being</b></p>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Consent</li> <li>• Sexual Harassment</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Types of Relationships</li> <li>• Managing healthy &amp; unhealthy relationship behaviours</li> <li>• Meeting people online and online dating</li> <li>• The realities of STIs, contraception and where to access help</li> </ul>
<b>Year 13</b>	<p><b>Health &amp; Well-Being</b></p>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Pressure points in the future</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Looking at gender norms and expectations at university. In the workplace</li> <li>• Staying safe in New Contexts: Living Independently</li> <li>• Staying Safe in New Contexts: Sexual Harassment and Consent at University</li> </ul>



Year 13	Date	Topic	Lesson Title
Week 1	11-Sep	Careers	<i>Complete UCAS Application and Personal Statements</i>
Week 2	18-Sep	Careers	<i>Complete UCAS Application and Personal Statements</i>
Week 3	25-Sep	Careers	<i>Complete UCAS Application and Personal Statements</i>
Week 4	2-Oct	Careers	<i>Complete UCAS Application and Personal Statements</i>
Week 5	7-Oct	Careers	<i>Complete UCAS Application and Personal Statements</i>
Week 6	14-Oct	Careers	<i>Complete UCAS Application and Personal Statements (Student Poll)</i>
<b>October Half-Term</b>			
Week 7	30-Oct	CAS	<i>CAS Project Action Plan &amp; Second Interviews</i>
Week 8	6-Nov	Personal Finance	<i>Student Financing and Financial Aid</i>
Week 9	13-Nov	Personal Finance	<i>Student Financing and Financial Aid</i>
Week 10	20-Nov	CAS	<i>CAS Project: Investigation and Presentations</i>
Week 11	27-Nov	CAS	<i>CAS Project: Planning &amp; Smart Goals</i>
Week 12	4-Dec	CAS	<i>CAS Project: Taking Action</i>
Week 13	11-Dec	CAS	<i>CAS Project: Reflection and Evidence</i>
<b>Winter Holidays</b>			
Week 14		Mock Examinations	<i>Revision and Preparation</i>
Week 15		Finance and the Work Place	<i>The Realities of Day-to-Day Finance</i>
Week 16		Finance and the Work Place	<i>Being a Young Adult in the Current Economic Context</i>
Week 17		Mental Health and Well-Being	<i>What could be the pressure points now and in the future?</i>
Week 18		Mental Health and Well-Being	<i>What could be the pressure points now and in the future?</i>
<b>February Half-Term</b>			
Week 19		RSE	<i>Looking at Gender Norms and Expectations in University/Workplace</i>
Week 20		RSE	<i>Staying Safe in New Contexts: Living Independently</i>
Week 21		RSE	<i>Staying Safe in New Contexts: Sexual Harassment and Consent in University</i>
Week 22		Post School Considerations	<i>Rental Agreements and Your Rights</i>
Week 23		Post School Considerations	<i>Healthy Living, Cooking, Paying Bills and the Realities of Shared Living</i>
<b>Easter Holidays</b>			