

| Relationships and Sex education (RSE) |   | When is it covered?  |   |  |   |  |   |
|---------------------------------------|---|--|---|--|---|--|---|
|                                       |   | Year 7   | Year 8  | Year 9   | Year 10   | Year 11  | LFT Activities  |
| Families                              | <ul style="list-style-type: none"> <li>That there are different types of committed, stable relationships.</li> </ul>  | RS - Judaism- Jewish Weddings  | Esteems - Relationships and Sex lessons<br><small>Refer to appendix for content</small><br><br>RS-Marriage as a sacrament                     | Esteem - Parenthood.<br><small>Refer to appendix for content</small><br><br>RS – Marriage and family types   | RS (GCSE) – Marriage and the family   |  | <ul style="list-style-type: none"> <li>Sexism in school’s personal development task</li> <li>Assemblies about positive relationships</li> </ul> |
|                                       | <ul style="list-style-type: none"> <li>How these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>  | RS - Purpose of Jewish marriage and role within religious community.<br><br>Romeo and Juliet -DR | Esteems - Relationships and Sex lessons<br><small>Refer to appendix for content</small><br><br>RS-Marriage as a sacrament to Roman Catholics. | Esteem – Parenthood<br><small>Refer to appendix for content</small><br><br>RS - The purpose of marriage and family's and why Muslims and Christians see it as important. | RS (GCSE) - Why families are important to Christians.<br><br>Devising Theatre - Drama | Esteem – Relationships<br><small>Refer to appendix for content</small> |   |
|                                       | <ul style="list-style-type: none"> <li>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> </ul> |  |   | French - HT1 Relationship  | Relating - HT3  |  |   |
|                                       | <ul style="list-style-type: none"> <li>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>   | RS - Judaism Marriage as a contract<br><br>Romeo and Juliet - Dr                                 | RS - Marriage as a sacrament  |  | RS-Unit 2 should marriage be for life.  |  |   |
|                                       | <ul style="list-style-type: none"> <li>The characteristics and legal status of other types of long-term relationships.</li> </ul>   |  |   | RS Homosexual marriage and rights, religious perspective.  | RS (GCSE) - Can homosexual marriage be equal in the eyes of God or just society.      |  |   |

|   |  |   |  |   |  |  |  |
|---|--|---|--|---|--|--|--|
|   | <ul style="list-style-type: none"> <li>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>  | RS - Judaism- 10 commandments<br><br>Romeo and Juliets  |  | Esteem – Parenthood<br>Refer to appendix for content<br><br>Let the right one in - Drama  | RS (GCSE) - The role of parents within the family.   |  |  |
|   | <ul style="list-style-type: none"> <li>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>               |   | Esteems - Relationships and Sex lessons<br>Refer to appendix for content   |   |  |  | <ul style="list-style-type: none"> <li>Assembly about ‘fake news’</li> </ul>   |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> <li>The characteristics of positive and healthy friendships (in all contents, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and them management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul> | Team sports   | Team sports<br><br>Esteem - Relationships and Sex Lessons<br>Refer to appendix for content   | Team sports   | Team sports<br><br>Esteem - The media challenge<br>Refer to appendix for content<br><br>Devising Theatre | Team sports<br><br>Esteem – Relationships<br>Refer to appendix for content<br><br>Devisant Theatre   | <ul style="list-style-type: none"> <li>Assembly on management of conflict</li> <li>LFT task to support this</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contents to improve or support respectful relationships.</li> </ul>   | Team sports   | Team sports<br><br>Esteem - Relationships and Sex Lessons<br>Refer to appendix for content   | Team sports   |  | Team sports<br><br>Esteem – Relationships<br>Refer to appendix for content                           |  |
|   | <ul style="list-style-type: none"> <li>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> </ul>   | RS - Judaism and Islam the stereotyping of religious groups. Jewish Anti-Semtism, Islam misconception around Jihad. | History - throughout all KS3 topics<br><br>Drama Commedia Del’arte<br><br>Geography - HT3 – Africa<br><br>Commedia del’art - Drama | HT3 - History - Study of the Holocaust<br><br>RS - Religion as not a homogenous group in ethical decisions. RS Judaism and the effects of the Holocaust | Citizenship - Throughout GCSE course<br><br>RS (GCSE) - - Unit 4   | Citizenship - Throughout GCSE course<br><br>RS (GCSE) - Islamic responses to Peace, war and conflict | <ul style="list-style-type: none"> <li>LGBTQ+ week</li> <li>LFT activities and lessons</li> <li>Black History Month</li> <li>LFT activities and lessons in history.</li> <li>Mental health awareness week</li> <li>LFT activities around good mental health</li> </ul> |
|   | <ul style="list-style-type: none"> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including</li> </ul>   | Team sports   | Team sports  | Team sports   | Team sports<br><br>Esteem - range of   | Team sports<br><br>Esteem - range of activities  |  |

|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
| <p>people in positions of authority and due tolerance of other people's beliefs.</p>   | <p>History throughout all KS3 topics</p> <p>RS - throughout all KS3 topics</p> | <p>History throughout all KS3 topics</p> <p>RS - throughout all KS3 topics</p> | <p>History throughout all KS3 topics</p> <p>RS - throughout all KS3 topics</p> <p>Brecht – Dr</p> | <p>activities across the 6 boys only sessions</p> <p>Refer to appendix for content</p> <p>RS - Throughout all GCSE topics</p> | <p>across the 6 boys only sessions</p> <p>Refer to appendix for content</p> <p>RS - Throughout all GCSE topics</p> |  |
| <ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>                              | <p>Computing - HT1 - E-safety</p>  |  | <p>Drama - Let the Right One In</p>   | <p>Esteem - Range of activities across 6 only boys' sessions.</p> <p>Refer to appendix for content</p>                        | <p>Esteem - Range of activities across 6 only boys' sessions.</p> <p>Refer to appendix for content</p>             | <ul style="list-style-type: none"> <li>Year 7 parents induction week</li> <li>Anti-bullying week</li> <li>LFT activities around mental health</li> <li>Anti-bullying week assemblies and LFT activities</li> </ul> |
| <ul style="list-style-type: none"> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>  |  |  |   |   | <p>Esteem – Relationships</p> <p>Refer to appendix for content</p>   | <ul style="list-style-type: none"> <li>Police assemblies</li> <li>One to one conversation with students when needed</li> </ul>   |
| <ul style="list-style-type: none"> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>  | <p>Esteem - Self Esteem</p> <p>Refer to appendix for content</p>               |  |   | <p>Esteem - Relationships and respect</p> <p>Refer to appendix for content</p>  | <p>Esteem – Relationships</p> <p>Refer to appendix for content</p>   | <ul style="list-style-type: none"> <li>Assemblies on how to report this and what it looks like</li> <li>LFT tasks to ensure understanding on reporting and signs</li> </ul>  |
| <ul style="list-style-type: none"> <li>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> | <p>Relating - Year 7 - HT1 and HT2</p> <p>RS - Religious freedom of belief</p> | <p>RS - Religious freedom of belief</p>  | <p>RS - Religious freedom of belief</p>   | <p>Citizenship - Throughout GCSE course</p> <p>RS - throughout all GCSE topics</p>  | <p>Citizenship - Throughout GCSE course</p> <p>RS - throughout all GCSE topics</p>                                 | <ul style="list-style-type: none"> <li>Celebration of key religious events such as Diwali</li> </ul>   |

|                  |   |                                   |   |   |  |  |   |
|------------------|---|-----------------------------------|---|---|--|--|---|
| Online and Media | <ul style="list-style-type: none"> <li>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contents, including online.</li> </ul>   | E-safety - Computing HT1          | Computing - HT1 - Architecture of Stories   |   | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  | <ul style="list-style-type: none"> <li>E-Safety Assembly</li> <li>LFT activities around how to stay safe online</li> <li>External provides coming in and teaching students about online gambling in wellbeing week</li> <li>LFT activities on the impact of sharing images</li> </ul> |
|                  | <ul style="list-style-type: none"> <li>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> </ul> | Computing - HT1 – E-safety module | Computing - HT1 - Architecture of Stories   | French - HT2 Advantages & Disadvantages of social media | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  |   |
|                  | <ul style="list-style-type: none"> <li>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> </ul>   | Computing -HT1 – E-safety module  | Computing - HT1 - Architecture of Stories<br><br>Esteem - Relationships and Sex lessons<br><small>Refer to appendix for content</small> | Computing – E-safety                                    |  |  |   |
|                  | <ul style="list-style-type: none"> <li>What to do and where to get support to report material or manage issues online.</li> </ul>   | Computing -HT1 – E-safety module  | Computing - HT1 - Architecture of Stories   | Computing - HT1 - E-safety module                       | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  |   |
|                  | <ul style="list-style-type: none"> <li>The impact of viewing harmful content.</li> </ul>  |                                   |   | Computing - HT1 - E-safety                              | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  |   |

|            |  |   |  |                                   |  |  |  |
|------------|--|---|--|-----------------------------------|--|--|--|
|            | <ul style="list-style-type: none"> <li>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul>     |   |  |                                   | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  |  |
|            | <ul style="list-style-type: none"> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>  |   |  | Computing - HT1 – E-safety        | Esteem - The media challenge<br><small>Refer to appendix for content</small> |  |  |
|            | <ul style="list-style-type: none"> <li>How information and data is generated, collected, shared and used online.</li> </ul>  |   | Computing - HT1 - Architecture of Stories  | Computing - HT1 – E-safety module |  |  |  |
| Being Safe | <ul style="list-style-type: none"> <li>The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul> | Relating – HT3 (forced marriage, honour-based violence and FGM) | Esteem - Relationships and Sex lessons<br><small>Refer to appendix for content</small> |                                   | Relating – HT3 (forced marriage, honour-based violence and FGM)              |  | <ul style="list-style-type: none"> <li>Sexism in school's personal development task</li> <li>Assemblies about positive relationships</li> <li>Assemblies on how to report this and what it looks like</li> <li>LFT tasks to ensure understanding on reporting and signs</li> </ul> |
|            | <ul style="list-style-type: none"> <li>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contents, including online).</li> </ul>  |   | Esteem - Relationships and Sex lessons   |                                   |  |  |  |

|  |  |  |  |   |  |  |  |
|--|--|--|--|---|--|--|--|
| Intimate and sexual Relationships, including sexual health | <ul style="list-style-type: none"> <li>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul> |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p>   |   | <p>Esteem - Relationships and respect<br/><small>Refer to appendix for content</small></p>   | <p>Esteem – Relationships<br/><small>Refer to appendix for content</small></p>   |  |
|  | <ul style="list-style-type: none"> <li>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>              |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p> <p>Esteem - HIV Lesson<br/><small>Refer to appendix for content</small></p>                 | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> | <p>Esteem - Pregnancy and contraception<br/><small>Refer to appendix for content</small></p> | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p>  | <ul style="list-style-type: none"> <li>Sexism in school’s personal development task</li> <li>Assemblies about positive relationships</li> <li>Assemblies on how to report this and what it looks like</li> <li>LFT tasks to ensure understanding on reporting and signs</li> </ul> |
|  | <ul style="list-style-type: none"> <li>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>  | <p>Esteem - Puberty and Reproduction<br/><small>Refer to appendix for content</small></p> <p>HT 6-Science Reproduction and variation</p> | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p> <p>HT6 - Science Keeping healthy</p>  | <p>HT6 - Science - Communicable diseases</p>                                | <p>Esteem - Pregnancy and contraception<br/><small>Refer to appendix for content</small></p> | <p>HT3- Science Homeostasis</p>  |  |
|  | <ul style="list-style-type: none"> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>  |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p> <p>Esteem - Self-esteem and body image<br/><small>Refer to appendix for content</small></p> |   |  |  | <ul style="list-style-type: none"> <li>Sexism in school’s personal development task</li> <li>Assemblies about positive relationships</li> <li>Assemblies on how to report this and what it looks like</li> <li>LFT tasks to ensure understanding on reporting and signs</li> </ul> |
|  | <ul style="list-style-type: none"> <li>That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>   |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p>   | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> | <p>Esteem - Relationships and respect<br/><small>Refer to appendix for content</small></p>   | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> <p>Esteem – Relationships<br/><small>Refer to appendix for content</small></p> |  |

|  |  |  |  |   |   |   |
|--|--|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>The facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>   |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p>   |  | <p>Esteem - Pregnancy and contraception<br/><small>Refer to appendix for content</small></p> <p>RS ethical attitudes to contraception</p> | <p>HT1- Science Homeostasis-Contraception</p>                               |   |
| <ul style="list-style-type: none"> <li>The facts around pregnancy including miscarriage.</li> </ul>  |  |  |  | <p>Relating - HT3</p>   |   |   |
| <ul style="list-style-type: none"> <li>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> </ul>             |  |  |  | <p>Relating - HT3</p>   |   |   |
| <ul style="list-style-type: none"> <li>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul> |  | <p>Esteem - HIV Lesson<br/><small>Refer to appendix for content</small></p>  | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> <p>HT6-Science - Communicable diseases</p> |   | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> | <ul style="list-style-type: none"> <li>HIV awareness day</li> <li>Assemble and LFT activity to support understanding</li> </ul> |
| <ul style="list-style-type: none"> <li>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>  |  | <p>Esteem - HIV Lesson<br/><small>Refer to appendix for content</small></p>  | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> <p>HT6- Science Communicable diseases</p>  |   | <p>Esteem - STI lesson<br/><small>Refer to appendix for content</small></p> |   |
| <ul style="list-style-type: none"> <li>How the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>   |  | <p>Esteem - Relationships and Sex lessons<br/><small>Refer to appendix for content</small></p> <p>Esteem - HIV lesson<br/><small>Refer to appendix for content</small></p> | <p>French - HT4 Healthy lifestyle</p>  |   |   | <ul style="list-style-type: none"> <li>Police assemblies</li> <li>LFT activities on the impact of drugs</li> </ul>              |

|  |  |  |   |   |  |   |  |
|--|--|--|---|---|--|---|--|
|  | <ul style="list-style-type: none"> <li>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |  | <b>Esteem - HIV Lesson</b><br>Refer to appendix for content | <b>Esteem - STI lesson</b><br>Refer to appendix for content |  | <b>Esteem - STI lesson</b><br>Refer to appendix for content |  |
|--|--|--|---|---|--|---|--|

## Appendix

### Year 7

#### Session 1 - Self Esteem:

- The aim of the lesson is to encourage the development of healthy self-esteem in the students.
- The learning outcomes will be that students will be able to name their achievements ambitions personal qualities and abilities. They will understand how to respond to negative comments about them- selves and how to focus on their positive attributes

#### Session 2 - Puberty

- The aim of the lesson is to increase the students' knowledge of puberty and help develop their skills to cope with it.
- The learning outcomes will be that students will be able to name the physical and emotional changes that take place during puberty and know how to deal with these changes

### Year 8

#### Session 1 - Self-esteem and body image

- The aim of this lesson is to build upon the students' understandings of what healthy self-esteem is and how it relates to their own perceptions of their bodies.
- The learning outcome will be that the students will be able to identify healthy and unhealthy body image perceptions and feel more comfortable with their own bodies.

#### Session 2 HIV and Aids

- This lesson outcome has been designed to help young people understand the difference between HIV and AIDS. how it is transmitted and how it can be prevented.

### Year 9

#### Session 1: Relationships and sex -

- The aim of this lesson is to explore what makes a good relationship and the place of sex in a relationship.
- The learning outcome will be that students will recognise what a healthy relationship looks like and will have decided together how and when sex becomes relevant to a relationship.

#### Session 2: Sexting

- The aim of this lesson is to raise awareness and increase students' knowledge of sexting and to enable students to protect themselves from the dangers of sexting
- The outcomes will be that students will be able to describe 3 potential consequences of sending a naked or indecent image of someone under 18: and can explain how best to respond to sexting situations.

#### Session 3: STIS

- The aim of this lesson is to ensure students understand the range of STIs their transmission, symptoms, consequences, treatment and prevention to understand some of the benefits of waiting/delaying sex. being faithful and using a condom.
- The learning outcomes will be that students will be able to name and describe some of the main STIs and know how to prevent getting them. They will understand the risk of having multiple partners

### Year 10

#### Session 1: Relationships and Consent

- The aim of this lesson is to ensure that the students understand and know what they want from a healthy relationship as well as being aware of what sexual consent looks like and the law regarding sexual consent.
- The learning outcome will be that the students will be able to identify the three main aspects of the law regarding sexual consent



Session 2: Pregnancy and contraception -

- The aim of this lesson is to improve and refresh the students' understanding of how unassisted pregnancy works as well as improving their knowledge of the different contraceptives available and how they work
- The main learning outcome will be that the student will be able to explain at least three different types of contraception and their advantages and disadvantages.

Session 3: The Media Challenge

- The aim of this lesson is to equip the students to recognise the way the media can distort relationships and sex with a particular focus on pornography's effects on people.
- The learning outcomes will be that the students will be able to identify the distortions the media gives about sex and relationships and the distortions and effects of pornography on sex and relationships

## **Year 11**

Session 1: STIS 2

- The aim of this lesson is to refresh the students' knowledge of STIs.
- The learning outcome will be that students will have an up to date and more in-depth knowledge of STIs Than when they had the topic taught to them in year 9

Session 2: Healthy Relationships -

- The aim of this lesson is to raise awareness of unhealthy attitudes and behaviours that can be harmful in a relationship and how the students can protect themselves from the dangers.
- The learning outcomes will be that the students will be able to identify and describe 3 indicators that a relationship is unhealthy and can explain how best to respond in such situations