

# THE CHARTER SCHOOLS

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## EDUCATIONAL TRUST

### The Charter School Bermondsey

### Relationship and Sex Education Policy

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Reviewed by:			
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Approved by:	M Huntley (Principal)	Date:	September 2023
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## **SECTION 1: Relationship and Sex Education Policy**

### **1. Definition**

**1.1** Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our students with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

### **2. Rationale**

**2.1** At Charter School Bermondsey, Relationships and Sex Education (RSE) programme has two main strands.

**2.2** Firstly, it involves the knowledge of physical development and an understanding of aspects of sexual behaviour.

**2.3** Secondly it involves seeking to understand the broader emotional, moral and social implications of sexual attitudes. The programme is delivered through a variety of channels:

- Part of our “Esteem” program for each year group delivered by an external provider
- Assemblies with expert's guest speakers with a focus on a particular issue e.g. Female Genital Mutilation
- Personal, Social and Health Education programmes in Relating lessons
- Cross-curricular, especially through Science, ICT and Physical Education.
- One to one or small group interventions where required

### **3. Principles**

**3.1.** To foster in students a feeling of self-worth, and to develop their personal and social skills to better equip them to face up to and solve personal problems.

**3.2.** To encourage responsible attitudes and behaviour in the students we teach.

**3.3.** To provide pupils with an understanding of the biological elements of reproduction and contraception.

**3.4.** To provide students with information, knowledge and facts on sexual matters, including HIV/Aids and sexually transmitted infections.

**3.5.** To encourage an exploration of feelings, morality, right and wrong and emotions through small group or class discussion.

**3.6.** To promote the value of stable relationships and family life.

**3.7.** To promote students mental and physical health. This includes internet safety, physical education, healthy eating, substance issues and basic first aid.

**3.8.** To support parents in their responsibility for the teaching of this sensitive area.

### **4. Implementation**

- 4.1. The sex education programme will take into account the personal, cultural and religious sensitivities of parents and pupils and seek to educate all.
- 4.2. A variety of professionals will be used, where appropriate, to help deliver the sex education programme to students.
- 4.3. Wherever possible staff training will be given and tutors encouraged to deliver or help deliver the programme with the relevant professionals.
- 4.4. The sex education programme will be appropriate to the emotional, physical and intellectual maturity of the students.
- 4.5. The organisation of the programme will provide opportunities for mixed and single sex groups where possible or appropriate.
- 4.6. Questions on a range of issues will inevitably arise in any subjects at any time. In this context questions should be answered honestly, sensitively and appropriate information given where available.

## **5. Right to withdraw:**

- 5.1. Parents may have the right to withdraw their son/daughter from “all or part of” the sex education provided.
- 5.2. Parents cannot withdraw their son/daughter from relationship or health education and any sex education that which sits in the national curriculum as part of science
- 5.3. If a parent would like to withdraw their child from all or certain parts of the RSE curriculum they would first need to contact Rory Beard – [rbeard@charterbermondsey.org.uk](mailto:rbeard@charterbermondsey.org.uk) This will be followed by a conversation with the head teacher discussing the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
- 5.4. Once this discussion has taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms
- 5.5. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision.
- 5.6. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **6. Conclusion**

6.1 Our sex education programme aims to address the needs of young people in attempting to manage their developing sexuality.

## **7. Monitoring, Evaluation and Review**

The Standards Committee will review this policy at least every two years and assess its implementation (schedule can be found in the appendix) and effectiveness, taking into account national guidelines. The policy will be promoted and implemented throughout the School and overseen by a single teacher.

## **Appendix**

### **Sex and Relationship Education programme 2023-2024**

Over the five years at Charter Bermondsey, students will participate in a planned RSE curriculum delivered by Esteem with support from our own teachers and via the science, P.E. and Computing curriculum.

We recognise that the experience and expertise required to teach RSE well is best served through this partnership and discreetly through full integration into our Relating curriculum.

Students will learn the following points during their 5 years at Charter Bermondsey:

#### Families

Pupils should know:

- 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 – for example, 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 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), how to seek help or advice, including reporting concerns about others, if needed

#### Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:

- 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 (for example, 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

### Online and media

Pupils should know:

- 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, for example 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

### Being safe

Pupils should know:

- 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

### Intimate and sexual relationships, including sexual health

Pupils should know:

- 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, for example 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 and menopause
- 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)
- how the different sexually transmitted infections (STIs), including HIV and 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



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 <small>Refer to appendix for content</small>  RS-Marriage as a sacrament	Esteem - Parenthood. <small>Refer to appendix for content</small>  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.  Romeo and Juliet -DR	Esteems - Relationships and Sex lessons <small>Refer to appendix for content</small>  RS-Marriage as a sacrament to Roman Catholics.	Esteem – Parenthood <small>Refer to appendix for content</small>  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.  Devising Theatre - Drama	Esteem – Relationships <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  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		Esteem – Parenthood <small>Refer to appendix for content</small>	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>	Romeo and Juliets		Let the right one in - Drama			<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 contexts, 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	Team sports	Team sports	Team sports	<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 contexts to improve or support respectful relationships.</li> </ul>	Team sports	Team sports	Team sports		Team sports	
	<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-Semittism, Islam misconception around Jihad.	History - throughout all KS3 topics  Drama Commedia Del'arte  Geography - HT3 – Africa  Commedia del'art - Drama	HT3 - History - Study of the Holocaust  RS - Religion as not a homogenous group in ethical decisions. RS Judaism and the effects of the Holocaust	Citizenship - Throughout GCSE course  RS (GCSE) - -Unit 4	Citizenship - Throughout GCSE course  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</li> </ul>	Team sports	Team sports	Team sports	Team sports	Team sports	

	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.	History throughout all KS3 topics  RS - throughout all KS3 topics	History throughout all KS3 topics  RS - throughout all KS3 topics	History throughout all KS3 topics  RS - throughout all KS3 topics  Brecht – Dr	Esteem - range of activities across the 6 boys only sessions <small>Refer to appendix for content</small>  RS - Throughout all GCSE topics	Esteem - range of activities across the 6 boys only sessions <small>Refer to appendix for content</small>  RS - Throughout all GCSE topics	
	<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>	Computing - HT1 - E-safety		Drama - Let the Right One In	Esteem - Range of activities across 6 only boys' sessions. <small>Refer to appendix for content</small>	Esteem - Range of activities across 6 only boys' sessions. <small>Refer to appendix for content</small>	<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>					Esteem – Relationships <small>Refer to appendix for content</small>	<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>	Esteem - Self Esteem <small>Refer to appendix for content</small>			Esteem - Relationships and respect <small>Refer to appendix for content</small>	Esteem – Relationships <small>Refer to appendix for content</small>	<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>	Relating - Year 7 - HT1 and HT2  RS - Religious freedom of belief	RS - Religious freedom of belief	RS - Religious freedom of belief	Citizenship - Throughout GCSE course  RS - throughout all GCSE topics	Citizenship - Throughout GCSE course  RS - throughout all GCSE topics	<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 <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 <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  Esteem - Relationships and Sex lessons <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 <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 <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 <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 <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 <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 contexts, 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>		<b>Esteem - Relationships and Sex lessons</b> Refer to appendix for content		<b>Esteem - Relationships and respect</b> Refer to appendix for content	<b>Esteem – Relationships</b> Refer to appendix for content	
	<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>		<b>Esteem - Relationships and Sex lessons</b> Refer to appendix for content  <b>Esteem - HIV Lesson</b> Refer to appendix for content	<b>Esteem - STI lesson</b> Refer to appendix for content	<b>Esteem - Pregnancy and contraception</b> Refer to appendix for content	<b>Esteem - STI lesson</b> Refer to appendix for content	<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>	<b>Esteem - Puberty and Reproduction</b> Refer to appendix for content  HT 6-Science Reproduction and variation	<b>Esteem - Relationships and Sex lessons</b> Refer to appendix for content  HT6 - Science Keeping healthy	HT6 - Science - Communicable diseases	<b>Esteem - Pregnancy and contraception</b> Refer to appendix for content	HT3- Science Homeostasis	
	<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>		<b>Esteem - Relationships and Sex lessons</b> Refer to appendix for content  <b>Esteem - Self-esteem and body image</b> Refer to appendix for content				<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>		<b>Esteem - Relationships and Sex lessons</b> Refer to appendix for content	<b>Esteem - STI lesson</b> Refer to appendix for content	<b>Esteem - Relationships and respect</b> Refer to appendix for content	<b>Esteem - STI lesson</b> Refer to appendix for content  <b>Esteem – Relationships</b> Refer to appendix for content	

	<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 Refer to appendix for content</p>		<p>Esteem - Pregnancy and contraception Refer to appendix for content</p> <p>RS ethical attitudes to contraception</p>	HT1- Science Homeostasis-Contraception	
	<ul style="list-style-type: none"> <li>The facts around pregnancy including miscarriage.</li> </ul>				Relating - HT3		
	<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>				Relating - HT3		
	<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 Refer to appendix for content</p>	<p>Esteem - STI lesson Refer to appendix for content</p> <p>HT6-Science - Communicable diseases</p>		<p>Esteem - STI lesson Refer to appendix for content</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 Refer to appendix for content</p>	<p>Esteem - STI lesson Refer to appendix for content</p> <p>HT6- Science Communicable diseases</p>		<p>Esteem - STI lesson Refer to appendix for content</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 Refer to appendix for content</p> <p>Esteem - HIV lesson Refer to appendix for content</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> Refer to appendix for content	<b>Esteem - STI lesson</b> Refer to appendix for content		<b>Esteem - STI lesson</b> Refer to appendix for content	
Physical health and mental wellbeing		When is it covered?					
		Year 7	Year 8	Year 9	Year 10	Year 11	LFT Activities
Mental wellbeing	<ul style="list-style-type: none"> <li>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	Throughout year when students are practicing skills / playing matches and get frustrated.	French - Identity	Throughout year when students are practicing skills / playing matches and get frustrated.  Devising theatre and Stanislavski - Drama	Throughout the year when students are practicing skills / playing matches and get frustrated.  Devising theatre and Stanislavski - Drama		<ul style="list-style-type: none"> <li>Wellbeing week</li> <li>Mental health awareness week</li> <li>Assemblies throughout the year</li> <li>LFT activities to support understanding of the signs and how to get help</li> </ul>
	<ul style="list-style-type: none"> <li>That happiness is linked to being connected to others.</li> </ul>			French - Qui suis-je? (Identity)			
	<ul style="list-style-type: none"> <li>How to recognise the early signs of mental wellbeing concerns.</li> </ul>	Relating - HT 4-5-6					
	<ul style="list-style-type: none"> <li>Common types of mental ill health (e.g. anxiety and depression).</li> </ul>	Relating - HT 4-5-6			PE - HT2 and HT5	PE - HT2 and HT5	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Relating HT 4-5-6  Team sports  Drama performance	Team sports  Drama performance	Team sports  Drama performance	Team sports  Drama performance	Team sports  Drama performance	
	<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	Relating - HT 4-5-6  General PE	General PE	General PE	General PE - HT3	General PE	



Internet safety and harms	<ul style="list-style-type: none"> <li>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.</li> </ul>	Computing -HT1 – E-safety	Computing - HT1 - Architecture of Stories	Computing -HT1 - E-safety			<ul style="list-style-type: none"> <li>E safety Assembly</li> <li>LFT activities to ensure understanding</li> </ul>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Computing -HT1 – E-safety	Computing - HT1 - Architecture of Stories	Computing -HT1 – E-safety			
Physical health and fitness	<ul style="list-style-type: none"> <li>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>	Relating HT 4-5-6		Throughout the year when we do fitness lessons (PE)	PE - HT1 and HT3	PE - HT1 and HT3	<ul style="list-style-type: none"> <li>Social time equipment added to social spaces to encourage physical avidity</li> <li>Assemblies and LFT activities</li> </ul>
	<ul style="list-style-type: none"> <li>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 cardio-vascular ill-health.</li> </ul>	Relating HT 4-5-6 PE - HT1 and HT3	PE - HT1 and HT3	Science – HT 3 – Cell Biology and human Anatomy PE - HT1 and HT3	Science – HT3 – Human Biology PE - HT4, HT5, HT6		
	<ul style="list-style-type: none"> <li>About the science relating to blood, organ and stem cell donation.</li> </ul>			Science – HT31 - Cell Biology and human Anatomy			
Healthy Eating	<ul style="list-style-type: none"> <li>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	Relating HT 4-5-6 Design Technology HT5 HT6	Design Technology HT5 HT6	French - HT4 Healthy lifestyle Design Technology- HT5 HT6	PE - HT1 and HT5		

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>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.</li> </ul>	Relating HT 4-5-6		French - HT4 Healthy lifestyle			<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>The law relating to the supply and possession of illegal substances.</li> </ul>	Relating HT 4-5-6					
	<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>	Relating HT 4-5-6			PE - HT1 and HT5		
	<ul style="list-style-type: none"> <li>The physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>	Relating HT 4-5-6		French - HT4 Healthy lifestyle			
	<ul style="list-style-type: none"> <li>Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>	Relating HT 4-5-6					
	<ul style="list-style-type: none"> <li>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.</li> </ul>	Relating HT 4-5-6			PE - HT1 and HT5		

Health and prevention	<ul style="list-style-type: none"> <li>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>			Science – HT 3 – Cell Biology and human Anatomy			
	<ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>	Relating HT 4-5-6					
	<ul style="list-style-type: none"> <li>The benefits of regular self-examination and screening.</li> </ul>				Relating - HT5-HT6		
	<ul style="list-style-type: none"> <li>The facts and science relating to immunisation and vaccination.</li> </ul>			Science - HT2 - infection and response			
	<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	Relating - HT 4-5-6			PE - HT1 and HT5	PE - HT1 and HT5	
Basic first aid	<ul style="list-style-type: none"> <li>Basic treatment for common injuries</li> </ul>				Relating - HT3	PE - HT2	
	<ul style="list-style-type: none"> <li>Life-saving skills, including how to administer CPR</li> </ul>				Relating - HT3	PE - HT2	
	<ul style="list-style-type: none"> <li>The purpose of defibrillators and when one might be needed</li> </ul>				Relating - HT3	PE - HT2	
Changing adolescent body	<ul style="list-style-type: none"> <li>Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> </ul>	Esteem - Puberty and Reproduction <small>Refer to appendix for content</small>				Science – HT1 - Homeostasis and response - not menstrual wellbeing	

	<ul style="list-style-type: none"> <li>The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	Esteem - Puberty and Reproduction <small>Refer to appendix for content</small>				Science – HT1 - Homeostasis and response - not implications	
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### 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