



Orchard Park High School

Relationships and Sex Education Policy

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Orchard Park High School
THE BEST CHANCE OF SUCCESS

Orchard Park High School

Relationships and Sex Education Policy (Secondary)

January 2025

This Policy applies to Orchard Park High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Deputy Headteacher

This policy was approved by the Governing Body on: 20 March 2025

Orchard Park High School

Relationships and Sex Education Policy (Secondary)

1. Statutory requirements

As a secondary school within a Multi Academy Trust, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Orchard Park High School, we teach RSE as set out in this policy.

2. Policy aims

By providing comprehensive RSE, Orchard Park High School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships and sex education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not

feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships and sex education is so important.

There are certain members of the school leadership team, such as the Deputy Headteacher responsible for Pastoral care and the Assistant Headteacher for Character and Culture who will hold more responsibility for ensuring that the school's relationships and sex education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

The DHT and the AHT for Character and Culture will:

Review this school policy and its implementation.

Ensure that all staff are given regular and ongoing training on issues relating to relationships and sex education and how to deliver lessons on such issues.

Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.

Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education/relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

Ensure that relationships and sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

Ensure that the knowledge and information regarding relationships and sex education to which all pupils are entitled is provided in a comprehensive way.

Support parental involvement in the development of the relationships and sex education curriculum.

Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationship and sex education in school.

Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships and sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships and sex education.

All staff will:

Ensure that they are up to date with school policy and curriculum requirements regarding relationships and sex education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to the Pastoral DHT.

Attend and engage in professional development training around relationships and sex education provision.

Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy.

Provide regular feedback to their managers on their experience of teaching relationships and sex education and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships and sex education in school.

Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the Pastoral DHT.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships and sex education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related relationships and sex education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must raise concerns in line with the school's safeguarding policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships and sex education provision termly, by the pastoral DHT. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships and sex education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships and sex education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Orchard Park allocates a 50 minute PSHE lesson once per fortnight as well as drawing upon cross curricular links and content e.g. science - puberty, Physical Education - maintaining a healthy lifestyle. An overview of our PSHE curriculum, with specific detail for each year group, is included in the appendix. The themes are taught across the school; the learning deepens and broadens every year in each year group. Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

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These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Guest speakers

Guest speakers may be invited into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Assistant or Deputy Headteacher.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might include using an anonymous suggestion box or emphasizing that the classroom is a safe place

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships and sex. As with any lesson at Orchard Park, high quality teaching and excellently curated resources ensure that the PSHE and RSE curriculum is inclusive and meets the needs of all pupils. Lesson resources are designed to match the style and structure of every other subject so that the routines and expectations remain the same when students walk into a PSHE lesson. Regular training takes place for all PSHE teachers to ensure all teachers are confident and skilled in their delivery of PSHE lessons and can meet the needs of all learners. Where individual learners have specific needs as identified in their IEP, these needs will be met in all PSHE lessons.

Learners with high needs, namely those with an EHCP, have PSHE lessons in small groups with their allocated year group link TA in the ELP during whole school PSHE lessons.

5. Withdrawal from relationships and sex education

The school aims to keep parents/carers informed about all aspects of the relationships and sex education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of relationships and sex education up to and until 3 terms before the child turns 16.

Any parent wishing to withdraw their child from relationships and sex education should put this request in writing to the DHT who will arrange a meeting to discuss their concerns. Relationships and sex education is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

On receipt of a request the DHT will invite the parents/carers to a meeting, at which he/she will explain clearly what the policy is and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible the pupil will be withdrawn from relationships and sex education and placed in another class where suitable work and supervision will be provided.

After 3 terms before the child turns 16, the child may choose to no longer be withdrawn from relationships and sex education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships and sex education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationship and sex education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the School's Safeguarding Policy.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Notify the DSL, following the school's safeguarding policy
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.

- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DHT to decide what is in the best interest of the child.

9. Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL

Providing advice on contraception and practising safe sex is a key part of the school's relationships and sex education provision. We also encourage parents/carers to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against if there is a disclosure of this type of information.

10. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationship and sex education 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 review the relationship and sex education curriculum annually and will inform parents/carers of any revisions to the relationships education / relationships and sex education curriculum.

We will monitor the effectiveness of our relationship and sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Support

Pupils should feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationship and sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

11. Appendix - PSHE curriculum map

PSHE Curriculum Map

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

	and safety in independent contexts Self-efficacy, stress management, and future opportunities Responsible health choices, and safety in independent contexts	skills for further education, employment and career progression	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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YEAR 7 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know	British Values / TTRP
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ol style="list-style-type: none"> 1. how to identify, express and manage their emotions in a constructive way 2. how to manage the challenges of moving to a new school 3. how to establish and manage friendships 4. how to improve study skills 5. how to identify personal strengths and areas for development 6. personal safety strategies and travel safety, e.g. road, rail and water 7. how to respond in an emergency situation 8. basic first aid 		Wonder
Autumn 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ol style="list-style-type: none"> 1. Healthy routines for the morning and before bed 2. The importance of sleep 3. Healthy and unhealthy food choices 4. The physical impacts of healthy choices 5. What to expect during puberty 6. Knowing what isn't appropriate for others to do with your body 7. What female genital mutilation is and reporting procedures 	<p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</p>	Harry Potter Windrush Child Wonder
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ol style="list-style-type: none"> 1. What diversity in a society means 2. How diversity is celebrated in Britain 3. What prejudice is 4. Challenging prejudicial views 5. What bullying is 6. The impacts of bullying 7. How to report bullying 	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	<p>Mutual Respect Tolerance Rule of Law</p> <p>Bad Hair Days Harry Potter No Ballet Shoes in Syria Northern Lights Windrush Child Black and British Wonder</p>
Spring 2 Relationships	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13,	<ol style="list-style-type: none"> 1. how to develop self-worth and self-efficacy 2. about qualities and behaviours relating to different types of positive relationships 3. how to recognise unhealthy relationships 4. how to recognise and challenge media stereotypes 5. how to evaluate expectations for romantic relationships 	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p>	<p>Mutual Respect</p> <p>Bad Hair Days Harry Potter Northern</p>

	R14, R16, R24	6. about consent, and how to seek and assertively communicate consent	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.	Lights Windrush Child Wonder
Summer 1 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	1. how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity 2. about a broad range of careers and the abilities and qualities required for different careers 3. about equality of opportunity 4. how to challenge stereotypes, broaden their horizons and how to identify future career aspirations 5. about the link between values and career choices		Individual Liberty Mutual Respect Tolerance Wonder
Summer 2 Living in the wider world	Financial decision making Saving, borrowing, budgeting and making financial choices	1. how to make safe financial choices 2. about ethical and unethical business practices and consumerism 3. about saving, spending and budgeting 4. how to manage risk-taking behaviour		

YEAR 8 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know	British Values / TTRP
Autumn 1 Health & wellbeing	Drugs and alcohol and manipulative relationships Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ol style="list-style-type: none"> 1. about medicinal and recreational drugs 2. about the over-consumption of energy drinks 3. about the relationship between habit and dependence 4. how to use over the counter and prescription medications safely 5. how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes 6. how to manage influences in relation to substance use 7. how to recognise and promote positive social norms and attitudes 	<p>The physical and psychological consequences of addiction, including alcohol dependency</p> <p>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</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks#</p> <p>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</p>	<p>Rule of Law</p> <p>Ruby in the Smoke</p>
Autumn 2 Living in the wider world	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ol style="list-style-type: none"> 1. about attitudes towards mental health 2. how to challenge myths and stigma 3. about daily wellbeing 4. how to manage emotions 5. how to develop digital resilience 6. about unhealthy coping strategies (e.g. self-harm and eating disorders) 7. about healthy coping strategies 	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary</p> <p>That happiness is linked to being connected to others</p> <p>How to recognise the early signs of mental wellbeing concerns</p> <p>Common types of mental ill health (e.g. anxiety and depression)</p> <p>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</p>	<p>A Monster Calls</p> <p>Anne Frank</p> <p>Chinese Cinderella</p> <p>The Curious Incident</p> <p>Sawbones Boy</p> <p>The Hunger Games</p>
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ol style="list-style-type: none"> 1. how to manage influences on beliefs and decisions 2. about group-think and persuasion 3. how to develop self-worth and confidence 4. about gender identity, transphobia and gender-based discrimination 5. how to recognise and challenge homophobia and biphobia 6. how to recognise and challenge racism and religious discrimination 	<p>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).</p> <p>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.</p>	<p>Tolerance</p> <p>Mutual Respect</p> <p>Individual Liberty</p> <p>Noughts and Crosses</p> <p>Ruby in the Smoke</p> <p>A Monster Calls</p> <p>Anne Frank</p>

			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.	Chinese Cinderella The Curious Incident The Hunger Games Animal Farm
Spring 2 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to Contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ol style="list-style-type: none"> 1. the qualities of positive, healthy relationships 2. how to demonstrate positive behaviours in healthy relationships 3. about gender identity and sexual orientation 4. about forming new partnerships and developing relationships 5. about the law in relation to consent 6. that the legal and moral duty is with the seeker of consent 7. how to effectively communicate about consent in relationships 8. about the risks of 'sexting' and how to manage requests or pressure to send an image 9. about basic forms of contraception, e.g. condom and pill 	<p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Mutual Respect</p> <p>Noughts and Crosses</p> <p>Chinese Cinderella</p> <p>Boy</p>
Summer 1 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ol style="list-style-type: none"> 1. about equality of opportunity in life and work 2. how to challenge stereotypes and discrimination in relation to work and pay 3. about employment, self-employment and voluntary work 4. how to set aspirational goals for future careers and challenge expectations that limit choices 		<p>Mutual Respect</p> <p>Tolerance</p> <p>Rule of Law</p> <p>Ruby in the Smoke</p> <p>Sawbones</p> <p>Boy</p> <p>Animal Farm</p>
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ol style="list-style-type: none"> 1. about online communication 2. how to use social networking sites safely 3. recognise online grooming in different forms: sexual/financial exploitation, extremism, radicalisation 4. how to respond and seek support in cases of online grooming 5. how to recognise biased or misleading information online 6. how to critically assess different media sources 7. how to distinguish between content which is publicly and privately shared 8. about age restrictions when accessing different forms of 	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>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.</p> <p>What to do and where to get support to report material or manage issues online.</p>	

media and how to make responsible decisions
9. how to protect financial security online
10. how to assess and manage risks in relation to gambling
and chance-based transactions

The impact of viewing harmful content.

How information and data is generated, collected, shared and used online.

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

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

YEAR 9 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know	British Values / TTRP
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	1. how to distinguish between healthy and unhealthy friendships 2. how to assess risk and manage influences, including online 3. about 'group think' and how it affects behaviour 4. how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively 5. to manage risk in relation to gangs 6. about the legal and physical risks of carrying a knife 7. about positive social norms in relation to drug and alcohol use 8. about legal and health risks in relation to drug and alcohol use, including addiction and dependence	How the use of alcohol and drugs can lead to risky sexual behaviour. The law relating to the supply and possession of illegal substances The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Mutual Respect Rule of Law The Gilded Ones
Autumn 2 Living in the wider world	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	1. about the relationship between physical and mental health 2. about balancing work, leisure, exercise and sleep 3. how to make informed healthy eating choices 4. how to manage influences on body image 5. to make independent health choices 6. to take increased responsibility for physical health, including testicular self-examination	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness That happiness is linked to being connected to others The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn The benefits of regular self-examination and screening The facts and science relating to immunisation and vaccination	Individual Liberty The Fault in Our Stars

			<p>Basic treatment for common injuries</p> <p>Life-saving skills, including how to administer CPR</p> <p>The purpose of defibrillators and when one might be needed</p>	
<p>Spring 1 Relationships</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ol style="list-style-type: none"> 1. about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering 2. about positive relationships in the home and ways to reduce homelessness amongst young people 3. about conflict and its causes in different contexts, e.g. with family and friends 4. conflict resolution strategies 5. how to manage relationship and family changes, including relationship breakdown, separation and divorce 6. how to access support services 	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Mutual Respect Tolerance</p> <p>The Curious Incident</p> <p>The Fault in Our Stars</p> <p>One of Us is Lying</p> <p>The Tattooist of Auschwitz</p> <p>The Gilded Ones</p> <p>Our Sister, Again</p>
<p>Spring 2 Relationships</p>	<p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ol style="list-style-type: none"> 1. about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 2. about myths and misconceptions relating to consent 3. about the continuous right to withdraw consent and capacity to consent 4. about STIs, effective use of condoms and negotiating safer sex 5. about the consequences of unprotected sex, including pregnancy 6. how the portrayal of relationships in the media and pornography might affect expectations 7. how to assess and manage risks of sending, sharing or passing on sexual images 8. how to secure personal information online 	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>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.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts</p>	<p>Mutual Respect</p> <p>The Fault in Our Stars</p> <p>The Tattooist of Auschwitz</p>

			about treatment. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	
Summer 1 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ol style="list-style-type: none"> 1. about transferable skills, abilities and interests 2. how to demonstrate strengths 3. about different types of employment and career pathways 4. how to manage feelings relating to future employment 5. how to work towards aspirations and set meaningful, realistic goals for the future 6. about GCSE and post-16 options 7. skills for decision making 		Rule of Law
Summer 2 Living in the wider world	Employability skills Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ol style="list-style-type: none"> 1. about young people's employment rights and responsibilities 2. skills for enterprise and employability 3. how to give and act upon constructive feedback 4. how to manage their 'personal brand' online 5. habits and strategies to support progress 6. how to identify and access support for concerns relating to life 7. 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.	Rule of Law One of Us is Lying

YEAR 10 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know	British Values
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ol style="list-style-type: none"> 1. how to manage challenges during adolescence 2. how to reframe negative thinking 3. strategies to promote mental health and emotional wellbeing 4. about the signs of emotional or mental ill-health 5. how to access support and treatment 6. about the portrayal of mental health in the media 7. how to challenge stigma, stereotypes and misinformation 		Tolerance Mutual Respect
Autumn 2 Living in the wider world	Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ol style="list-style-type: none"> 1. about positive and negative role models 2. how to evaluate the influence of role models and become a positive role model for peers 3. about the media's impact on perceptions of gang culture 4. about the impact of drugs and alcohol on individuals, personal safety, families and wider communities 5. how drugs and alcohol affect decision making 6. how to keep self and others safe in situations that involve substance use 7. how to manage peer influence in increasingly independent scenarios, re: substances, gangs and crime 8. exit strategies for pressurised or dangerous situations 9. how to seek help for substance use and addiction 		Mutual Respect
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ol style="list-style-type: none"> 1. about relationship values and the role of pleasure in relationships 2. about myths, assumptions, misconceptions and social norms about sex, gender and relationships 3. about the opportunities and risks of forming and conducting relationships online 4. how to manage the impact of the media and pornography on sexual attitudes, expectations & behaviours 5. the ethical and legal implications re: consent, including manipulation, coercion, and capacity to consent 6. how to recognise and respond to pressure, coercion and exploitation, (reporting, accessing support) 7. how to recognise and challenge victim blaming 8. about asexuality, abstinence and celibacy 	<p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p>	Mutual Respect
Spring 2 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism	<ol style="list-style-type: none"> 1. about communities, inclusion, respect and belonging 2. about the Equality Act, diversity and values 3. how social media may distort, mis-represent or target information in order to influence beliefs & opinions 		Mutual respect Tolerance Rule of Law

	PoS refs: R5, R6, R9, R10, R14, R28, 29, R30, R31, R34, L24, L26, L27, L28, 29	4. how to manage conflicting views and misleading information 5. how to safely challenge discrimination, including online 6. how to recognise and respond to extremism and radicalisation		Democracy
Summer 1 Living in the wider world	Financial decision making the impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, 20, L25	how to effectively budget and evaluate savings options how to prevent and manage debt, including understanding credit rating and pay day lending how data is generated, collected and shared, and the influence of targeted advertising how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling strategies for managing influences related to gambling, including online about the relationship between gambling and debt about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities		Individual Liberty
Summer 2 Living in the wider world	Work experience preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	how to evaluate strengths and interests in relation to career development about opportunities in learning and work strategies for overcoming challenges or adversity about responsibilities in the workplace how to manage practical problems and health and safety how to maintain a positive personal presence online how to evaluate and build on the learning from work experience		Mutual Respect

Big ideas	Topic	Topics	Statutory guidance - what pupils should know	British Values
Autumn 1 Health & wellbeing	Building for the future and Independence Self-efficacy, stress management, and future opportunities. Responsible health choices, and safety in independent contexts PoS refs: H2, H3, H4, H8, H11, H12, H13, H14, H15, H16, H17, H18, H22, H23, H24, L22	1. how to manage the judgement of others and challenge stereotyping 2. how to balance ambition and unrealistic expectations 3. how to develop self-efficacy, including motivation, perseverance and resilience 4. how to maintain a healthy self-concept 5. about the nature, causes and effects of stress 6. stress management strategies, including maintaining healthy sleep habits 7. about positive and safe ways to create content online and the opportunities this offers 8. how to balance time online 9. how to assess and manage risk and safety in new	About the science relating to blood, organ and stem cell donation	Mutual Respect Tolerance Rule of Law Democracy

		<p>independent situations (e.g. personal safety in social situations and on the roads)</p> <ol style="list-style-type: none"> 10. emergency first aid skills 11. how to assess emergency and non-emergency situations and contact appropriate services 12. about the links between lifestyle and some cancers 13. about the importance of screening and how to perform self examination 14. about vaccinations and immunisations 15. about registering with and accessing doctors, sexualhealth clinics, opticians and other health services 16. how to manage influences and risks relating to cosmetic and aesthetic body alterations 17. about blood, organ and stem cell donation 		
<p>Autumn 2 Living in the wider world</p>	<p>Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ol style="list-style-type: none"> 1. how to use feedback constructively when planning for the future 2. how to set and achieve SMART targets 3. effective revision techniques and strategies 4. about options post-16 and career pathways 5. about application processes, including writing CVs, personal statements and interview technique 6. how to maximise employability, including managing online presence and taking opportunities to broaden experience 7. about rights, responsibilities and challenges in relation to working part time whilst studying 8. how to manage work/life balance 		<p>Rule of Law</p>
<p>Spring 1 Relationships</p>	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ol style="list-style-type: none"> 1. about core values and emotions 2. about gender identity, gender expression and sexual orientation 3. how to communicate assertively 4. how to communicate wants and needs 5. how to handle unwanted attention, including online 6. how to challenge harassment and stalking, including online 7. about various forms of relationship abuse 8. about unhealthy, exploitative and abusive relationships 9. how to access support in abusive relationships and how to overcome challenges in seeking support 	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<p>Mutual Respect</p>

			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).	
Spring 2 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ol style="list-style-type: none"> 1. about different types of families and changing family structures 2. how to evaluate readiness for parenthood and positive parenting qualities 3. about fertility, including how it varies and changes 4. about pregnancy, birth and miscarriage 5. about unplanned pregnancy options, including abortion 6. about adoption and fostering 7. how to manage change, loss, grief and bereavement 8. about 'honour based' violence and forced marriage and how to safely access support 	<p>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.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>The facts around pregnancy including miscarriage.</p> <p>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).</p>	Mutual Respect
Summer	Exams			

