

READ SCHOOL

POLICY FOR RELATIONSHIPS AND SEX EDUCATION

1. Introduction

This policy is prepared in accordance with the DfE's 2025 RSHE guidance to ensure all content is age-appropriate, factual, inclusive and effective in helping children and young people thrive in relationships, in health, and online throughout their lives.

2. Purpose

Sex and Relationships Education (RSE) is an entitlement for all students. Learning will focus on:

- creating positive attitudes and skills
- promoting healthy norms and relationships
- avoiding language that might normalise harmful behavior among young people

3. Aims and Objectives: Attitudes and Values

- a. Recognition of the value of family life, marriage, and stable and loving relationships for the nurture of both children and adults.
- b. Encouraging respect for moral and spiritual values.
- c. Encouraging respect for oneself and others, loving and being loved, and caring for oneself and others.
- d. Tolerance of different values and attitudes and lifestyles of others.
- e. Exploring, considering and understanding moral dilemmas.
- f. Development of critical thinking skills as part of decision making.

4. Aims and Objectives: Personal and Social skills

- a. Self-confidence, self-esteem and empathy for others
- b. Managing emotions and relationships confidently and sensitively
- c. Skills of choice to manage responsibility.

5. Knowledge and Understanding

In accordance with Department for Education Guidance on RSHE July 2025, the five key areas will be covered with students at suitable points in the PSHE curriculum, depending on their age and stage of maturity.

T1. Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are

trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

T2. Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships as well as skills for ending relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How pornography can negatively influence sexual attitudes and behaviours.
- About how sub-cultures and sexual norms such as incels might influence their understanding of sexual ethics.
- 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
- Dealing with change, grief and loss

T3. Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner
- The harms that can be caused by deepfakes and how to identify them
- 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
- The risks posed by AI (and associated chatbots) in the creation of fake imagery or creation of harmful advice.
- Financial exploitation and the impact on society - scams, fraud, extortion and sextortion.

T4. Being Safe

- 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, strangulation and suffocation 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)
- How to increase their personal safety in public places including safety around roads, railways and water for example.
- How to seek support and medical attention

T5. Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including 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/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.

Additionally, pupils will be made aware of the laws and relevant legal provisions when relevant topics are being taught including those relating to:

- Marriage
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, Female genital mutilation (FGM), virginity testing, and hymenoplasty
- Sexual abuse, harassment and exploitation

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- Online behaviours including image and information sharing (including
 - ‘sexting’, youth-produced sexual imagery, nudes, etc.)
 - The Online Safety Act
 - Protected Characteristics
 - Gambling
 - Carrying knives and weapons
 - The age of criminal responsibility
 - Pornography
 - Abortion
 - Sexuality
 - Gender identity
 - Substance misuse
 - Violence and exploitation by gangs
 - Extremism/radicalisation
 - Criminal exploitation
 - Hate crimes
 - Medical consent, Gillick competence and parental responsibility
 - Grooming or exploiting children into criminal activity

6. Implementation

a. Senior School

The Senior School LFL curriculum is carefully mapped so that the six themes and their content are covered in a spiralling and progressive way. This curriculum is rooted in the (July 2025) statutory guidance for RSHE (Relationships, Sex and Health Education) and has also been informed by the Creative Curriculum Scheme of Work as well as the PSHE Association.

The delivery of the content has a KNOWLEDGE-SKILLS-ATTITUDES emphasis with self-esteem, resilience and self-care at the heart of it.

Appendix 1 details the Scheme of Work, which highlights when Relationships and Sex Education is taught using the abbreviation RSE and when specific Sex Education is taught using red blocks and the label T5. Emails are sent to parents prior to RSE teaching with detailed learning objectives. Parents are able to request to view curriculum materials by contacting the Head of LFL or the Headteacher.

Delivery of this curriculum content will be enabled through:

- A dedicated 55-minute weekly lessons in Years 7, 8, 9,10 and 11, using videos and suitable, up-to-date publications (see PSHE policy for further details). Whole class discussions are encouraged, with the opportunity for questions to be asked and answered, in a sympathetic and safe environment. Coverage of key concepts is shown below.
- Dedicated lessons in Sixth Form that are predominantly teacher-led but that are online and video based so they can be accessed by students who miss lessons or need to complete work at an alternative time.
- Content being planned and differentiated using the long, short and medium term plans and materials related to the LFL Scheme of Work but in a flexible way to ensure ongoing needs and issues arising in school are met. PSHE Association resources to be

utilised at the discretion of the teacher and providing a lesson's objectives are met.

- The Creative resources are shared by the subject lead with pupils and staff on Google Classroom weekly as a starting point to ensure consistency and coverage, but with awareness of teachers to respond flexibly to what is happening in the lesson and achieve coverage of the learning objectives in a way appropriate to that group of students, whilst keeping in mind that a variety of activities need to be delivered to maintain interest.
- The content of whole-school and key stage assemblies preceding or reflecting the content delivered in discrete LFL lessons and form time sessions.
- Using form time in Senior School, to deepen understanding in areas taught and to discuss current affairs.
- All teachers of LFL to be aware that a good lesson should usually include: > pupil self-assessment against objectives
 - ground rules - clarified and referred to in each lesson
 - differentiated activities
 - pupil self-reflection
 - the signposting of support for the pupils at the end of a lesson such as adults in school, Childline, The NSPCC and safe websites that deal with the content of the lesson.

We aim to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters.

RSE may also be delivered in the context of Science, citizenship, computing and PE as well as in subjects such as history or literacy where concepts such as misogyny may be reinforced through history topics or examples of relationships through reading. There is no parental right of withdrawal in these lessons.

Visiting speakers - the programme is supported by colleagues from within school and specialists from the wider community who bring their expert knowledge or experiences to enrich the PSHE Education programme.

Each year a sexual health nurse visits school to talk to Year 9 or 10 pupils (depending on maturity). We also have frequent visits from the police to talk about any relevant issues. Parents are informed via email about the nature of these visits prior to them.

Assessment and Evaluation - There is no formal arrangement for assessing RSE, however, outcomes are closely monitored by teaching staff and the head of PSHE by discussion and using the following procedures.

It is advised that in each lesson, pupils complete the baseline and end point confidence checker to show progress in understanding knowledge (example Appendix 2).

After each unit of work, pupils complete the Self Assessment and Reflection sheet (Appendix 2) which focuses on establishing their understanding of the knowledge and skills learnt and how this affects their actions, attitudes and decisions in

relation to our aims to promote positive attitudes, healthy relationships and the avoidance of harmful language. This information can be presented by pupils in other ways (such as mind maps, story boards, graffiti walls etc) to suit their needs or preferences, under the discretion of the teacher.

Pupil Voice questionnaires also assess outcomes but also give the children a say in how they feel about LFL lessons and give them an opportunity to express if there is anything they do not understand or that they would like to learn.

SEND - At Read School we teach PSHE to all pupils whatever their ability. Through our PSHE teaching we provide a wide range of learning opportunities and types of activities that enable all pupils to make progress.

Where a pupil is known to have special needs, their EHCP will be followed and pupils with other needs on the SEND register will be accommodated and adapted for accordingly. Classroom organisation, teaching materials, teaching style, and differentiation/adapting will continuously take place to enable all pupils to learn more effectively. This ensures that our teaching is matched to the pupils needs.

Parental Rights - As previously stated, parents are able to request to view curriculum materials by contacting the Head of LFL or the Headteacher.

Parents have the right to request that their child be withdrawn from all or some of sex education delivered as part of statutory RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Parents who wish their child to be withdrawn need to communicate this in a letter or email to the Headteacher.

At Read School, we feel that withdrawal is inadvisable and as such there will be discussions with the parent/carers to clarify the purpose of RSE before a child is withdrawn. It is inevitable that students will discuss the content of the lessons and there is a risk that misinformation and half-truths will be passed on and perpetuated if pupils are withdrawn.

However, if a teacher is faced with a sex education question outside the current curriculum or is outside the scope of the age group, it is crucial to firstly acknowledge the question and offer a brief, factual and age-appropriate response if appropriate. Alternatively, it may be deemed that the question is better not dealt with in the classroom. It could be suggested that the child speak to their parent or a trusted adult or signposted to support services. The emphasis should be on supporting the child. Further discussion with a designated person (like a counselor or subject lead) may be needed and if the question raises safeguarding concerns the school's safeguarding procedures will be followed. If the question is from a child withdrawn from sex education, teachers should follow the same advice and inform the school's safeguarding lead, and potentially involve the parents, unless safeguarding concerns exist. Open communication with parents is crucial to address any concerns and ensure the child receives appropriate support.

a) Primary School

Implementation: Read Junior School uses a variety of teaching and learning styles to teach Relationships Education. We place emphasis on active learning by including the pupils in discussions, investigations, role play and problem-solving activities.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour in order to ensure a safe learning environment. We offer pupils the opportunity to hear visiting speakers, such as health workers and the police.

Each class has a dedicated PSHE lesson each week (through Natterhub) and explores the themes set out in the schemes of work including those of Relationships Education. Relationships Education is also interwoven through subject areas such as drama and literacy as well as in initiatives such as 'Buddy Pairing' and a Buddy Bench. Pupils are also expected to follow the school's 12 courtesies which are found in their daily diaries and are adopted as a whole-school approach to being courteous citizens.

Sex Education: Junior School follows the PlanBee Science Scheme of work. During Years 5 and 6 gestation and pregnancy is taught within the topic of 'Gestation including Humans'. Parts of the anatomy and the human body as it grows from birth to old age (including puberty), is taught within the 'Changes and Reproduction' section along with reproduction in plants and animals.

SEND: In the Junior School we teach PSHE and Citizenship to all pupils whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. There are arrangements for intervention groups to be set up for pupils who need further guidance and support with particular areas.

Intervention through the class teacher, PSHE subject leader and Head of Junior School initially assesses the concerns. If necessary, the Director of Inclusive Learning (DofIL) and parents are involved and may lead to the creation of an Educational Health Care Plan (EHCP) for pupils with special educational needs. The EHCP may include, as appropriate, specific targets relating to PSHE and Citizenship.

Monitoring and Assessment: Teachers record relevant achievements of pupils in PSHE and Citizenship in their mark books, although most work is recorded online through the *Natterhub* program. We report these achievements to parents at the end of each academic year in pupil formal reports.

We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7. Confidentiality

Staff may not offer or guarantee students confidentiality in any matters due to the need to take action in issues related to abuse, underage sexual intercourse, pregnancy or any other safeguarding issue. At the same time, students will be offered sensitive and appropriate support and in the case of a student disclosure, the School's Child Protection and Safeguarding procedures will be followed.

In the case of a student making a disclosure of a possible pregnancy, or seeking individual advice on contraception, the student should be encouraged to know that they can talk to an adult in the school. The school will encourage any student of statutory school age to talk to their parents first.

8. Monitoring and Evaluation

Monitoring and evaluation of the implementation of the RSE policy and programme is the responsibility of the PSHE coordinator and is conducted as part of the monitoring and evaluation of the overall PSHE programme. See the PSHE policy for more information.

**Updated by Ruth Ainley (Head) & Juliet Strickland
(Head LFL) August 2025**

Next update: August 2026

Appendix 1

RSE strands indicated by ‘RSE’

Specific Sex Education strands highlighted in red

LFL (PSHE) Scheme of Work Year 7-11 2025-2026

The curriculum is built around six core themes:

Core Theme 1: Rights, responsibilities & British Values	Core Theme 2: Celebrating diversity and equality	Core Theme 3: Relationship and Sex Education	Core Theme 4: Staying safe online and offline	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School
KEY: GB = Gatsby Benchmark Careers BV = British Values CIT = Citizenship RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural	KEY: BV = British Values CIT = Citizenship RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics FE = Financial Education

Within the statutory RSE and Statutory Health strands there are specific components:

Statutory Relationships and Sex Education (RSE):

- T1: Families
- T2: Respectful relationships, including friendships
- T3: Online and the media
- T4: Being Safe
- T5: Intimate and sexual relationships, including sexual health

Statutory Physical Health and Wellbeing (SH):

- T1: Mental Wellbeing
- T2: Internet Safety and Harms
- T3: Physical health and wellbeing
- T4: Healthy eating
- T5: Drugs, alcohol and tobacco
- T6: Health and prevention
- T7: Basic first aid
- T8: Changing adolescent body

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: Rights, Responsibilities and British Values
Unit Title	Celebrating Differences	Friendship, Respect and Relationships	Staying Safe Online and Offline	Community, Careers and Financial Education	Growing Up	Politics, Parliament and the Media
Lesson 1	What is your identity? CIT, BV, SMSC, PC	Consent and boundaries RSE - T4, BV	Online gaming, grooming and addiction SH - T2	How to open a bank account FE, GB	Intro to puberty - girls SH - T8, PC	Why is politics important? How is our country run? CIT, BV, SMSC, PC
Lesson 2	Multicultural Britain RSE - T2, SMSC, BV, CIT	What makes a good friend? Online relationships RSE - T2, SH - T1, SMSC	Alcohol and risk Energy drinks & caffeine SH - T2 and T5	How to read a Bank Statement FE, GB	Puberty - boys SH - T8, PC	The role of the Prime Minister and Monarch CIT, SMSC, GB
Lesson 3	Breaking down stereotypes RSE - T2, SMSC, BV, CIT	Respect and Relationships Bullying or banter? RSE - T2, SMSC, BV	Nicotine and smoking SH - T5	Spending & budgeting FE, GB	Growing up SH - T8, BV, SMSC	Politics, debates and parliament CIT, BV, SMSC
Lesson 4	Learning disabilities RSE - T2, SMSC, BV, CIT	What does it mean to be a man? RSE - T1, PC	E-cigs, vaping and shisha *Why is vaping popular? SH - T5, BV	How to save money FE, GB	Personal hygiene including oral SH - T6	Elections and campaign CIT, BV, SMSC
Lesson 5	Prejudice & discrimination RSE - T2, SMSC, BV, CIT	Pressure and influence RSE - T1, SMSC, GB	Knife crime and safety RSE - T3, SH - T2, SMSC	How to manage debt FE, GB	Self esteem and empowerment GB, SH - T6	Political parties CIT, BV, SMSC
Lesson 6	Challenging Islamophobia RSE - T2, BV, SMSC, CIT	*AI Chat Bots and the risks RSE - T3	Avoiding gangs BV, SMSC	How to use a bank card FE, GB	Sex Education learning in red	

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YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: British Values
Unit Title	Equality and Diversity Explored	Healthy Relationships and Sex Education	Staying Safe in Society	My Individuality	Physical and Mental Well Being	Laws
Lesson 1	Equality Act and Protected Characteristics RSE - T1, BV, SMSC, PC, CIT	RSE intro and self-love RSE - T3 & T1, BV, SMSC,	Substance misuse SH - T5	Grooming RSE - T1 - SH - T2	What is mental health? SH - T1	*Safety around water RSE - T4, SH - T1
Lesson 2	LGBTQ+ What is it? LGBTQ+ rights worldwide RSE - T2, BV, SMSC, PC	Healthy, respectful relationships RSE - T3, SMSC	County Lines, gangs and who is at risk? SMSC	Child exploitation and online protection RSE - T3, SH - T2	Positive body image RSE - T3, SH - T2, SMSC	Law making process in the UK CIT, BV, SMSC
Lesson 3	Sexual orientation RSE - T1, BV	Child abuse RSE - T2	*What is Antimicrobial Resistance SH - T6	Self-esteem & the media SMSC, GB	Healthy eating & cholesterol RSE - T4, SH - T6, SMSC	Prisons, reform and unishment CIT, BV, SMSC
Lesson 4	Gender Equality RSE - T1, BV, SMSC, PC	* Respect: Why women deserve it? RSE - T2, PC, SMSC, BV	Online safety-cyber bullying RSE - T1, SH - T2	Importance of happiness SH - T1, SMSC, GB	*What is a GP and the role of doctors? SH - T6, SMSC	
Lesson 5	Ableism and disability discrimination RSE - T2, SMSC, PC, BV	Periods and the menstrual cycle SH - T8	**Sharing Sexual Images (Sexting) RSE- T3, SH- T2	What makes me angry? RSE - T2, SMSC	Stress management SH - T1	
Lesson 6	Racism in society BV, SMSC, PC, CIT, BV	Intro to contraception RSE - T5	*Illegal online behaviours Incl drug and knife crime SH - T2, BV	*What is loneliness? SH - T1, SMSC	**No Cre8tive Lesson Sex Education learning in red	

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 3: Relationships and Sex Education	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: Rights, Responsibilities and British Values
Unit Title	Sexual Habits, Consent and Abuse	Contraception and STI's	Legal and Illegal Drugs	Financial Education	Facing adversity	Combating extremism and terrorism
Lesson 1	Sexual consent and the law RSE - T4, PC	* What is Sextortion? RSE - T3, BV	HIV and AIDS Prejudice & discrimination RSE - T5, BV, PC	Cannabis products SH - T5	How self esteem changes SH - T1, SMSC, GB	Conspiracy theories and Extremist narratives RSE-T3, SH-T2, CIT,BV,SMSC
Lesson 2	Relationships and partners RSE - T5, SMSC	What is a penis? What is a vulva? RSE - T1, SH - T8, PC	Sexting, nudes & Dick-pics (from Yr 10) RSE - T3, SH - T2	Party and illegal drugs Effects of illegal drugs SH - T5	Media and airbrushing RSE - T3, SH - T2	Extremism in all its forms SH -T2, BV, SMSC, PC
Lesson 3	Domestic abuse and violence RSE - T5	Contraception explored The condom and methods RSE - T5	* What is AI sexual imagery/dangers? RSE - T3, BV	Volatile substance abuse SH - T5	Cancer prevention and healthy lifestyles GB, SH - T6	What is terrorism? Counter terrorism RSE - T2, BV, PC, SMSC
Lesson 4	Why have sex? RSE - T5	What are STI's Treating STI's & clinics RSE - T5	Different types of addictions SH - T5	The war on drugs SH - T5	*Weight gain and risks SH - T1	The radicalisation process SH - T2, BV, PC
Lesson 5	Delaying sexual activity RSE - T5, SMSC, PC	*Menstrual and Gynaecological Health SH - T3	What is a drug? SH - T5	Financial exploitation FE, GB	Dealing with grief and Loss SH - wellbeing	Anti semitism in the UK PC
Lesson 6	Sexual harassment and stalking RSE - T2, 4 & 5	*Dangers of virginity Testing & hymenoplasty RSE - T4, SMSC	Drug classifications SH - T5, SMSC, CIT	Savings accounts Long term investing FE, GB	Sex Education learning in red	

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YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School
Unit Title	Exploring World Issues	Unhealthy Sexual Relationships	Violence, Crimes and Seeking Safety	Rights and Responsibilities	Mental Health and Wellbeing	Financial Education
Lesson 1	International organisations CIT	Pleasure & delaying sex RSE - T5	*Marriage, cohabitation and civil partnerships RSE - T1	Insta and TikTok generation SH - T2, GB	Self harm SH - T1	Online gambling SH - T2, GB
Lesson 2	Peace, war and conflict CIT	Online porn-myths vs reality Porn & its impact *** RSE - T4 & T5, SH - T2	Honour-based violence** Forced marriages RSE - T4 & T1, BV, SMSC	Targeted advertising RSE - T3, SH - T2, GB	Suicidal thoughts and feeling SH - T1	Borrowing FE, GB, CIT
Lesson 3	Human rights during war CIT	*What are Deep Fakes? RSE - T3, BV	Social media validation SH - T2	Rights and responsibilities CB, CIT	Promoting emotional wellbeing SH - T1	Mortgages FE, GB, CIT
Lesson 4	Striking and trade unionism CIT	Sexualisation & the media RSE - T3	Keeping your data safe RSE - T3, SH - T2, BV, GB	*Personal Safety in public Places SH - T1	*Healthy behaviours relating to pregnancy SH - T6	Pensions FE, GB, CIT
Lesson 5	Women's rights CIT, BV	Sexual violence RSE - T4	Modern day slavery RSE - T1, CIT, SMSC	Types of mental health Screen time addiction SH - T1 and T2	*Pharmacists as frontline Healthcare Professionals SH - T6	ISA's FE, GB, CIT
Lesson 6	Aid and supporting other countries BV, SMSC	Child sexual abuse RSE - T2, BV	Causes of knife crime SMSC	*Peer pressure and risk taking SH - T1, SMSC	** Including FGM *** Including strangulation and suffocation Sex Education learning in red	

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 4: Staying Safe Online and Offline	Core Theme 3: Relationships and Sex Education	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School	Exam preparation and revision	
Unit Title	Safety Beyond School	Sexual Health	Adult Health	Your Future		
Lesson 1	Virtual reality live streaming SH - T2, GB	Alcohol and bad choices (incl spiking) RSE - T5, BV, SMSC	Teenage pregnancy choices RSE - T5	Screen addiction and studying SH - T2, GB		
Lesson 2	Online reputation and digital footprint SH - T2, RSE - T3, BV, GB	Respect, love and Relationships** RSE - T3, SMSC	Abortion (morals, laws and ethics) RSE - T5	Exam stress and anxiety SH - T6, GB		
Lesson 3	*How Deep Fakes are used in politics RSE - T3, BV	Peer on peer bullying RSE - T1, PC	Parenthood for teenagers (early years and brain dev) RSE - T1	* Personal safety in Unfamiliar settings SH - T7		
Lesson 4	Substance addiction SH - T5	Ending relationships RSE - T2, SMSC, BV	Testicular, prostate, breast, cervical & ovarian cancers SH - T5 and T6	Pay issues and speaking up at work FE, GB	** Including strangulation and suffocation	
Lesson 5	New Psychoactive Substance SH - T5	Fertility and what impacts it RSE - T5	* Local Healthcare Systems SH - T6, SMSC	Money and wellbeing FE, GB	Sex Education learning in red	
Lesson 6	Festivals and Nitrous Oxide SH - T5	Revisiting contraception revisiting STI's RSE - T4 & T5	Love and abuse RSE - T1	Insurance GB, BV		

To cover elsewhere:

KS3 Assemblies:

Staying safe online (Yr7)
Social media and stress (Yr9)
Friendships and online relationships (Yr7)
Importance of being kind (Yr7)
HBT and bullying (Yr9)
Types of bullying (Yr8)
Dealing with conflict (Yr8)
Sleep and relaxation (Yr7)
British Values and PC's

KS4 Assemblies (all from Year 10)

Critical thinking and fake news
Hate crime
British Values and identity
Mutual respect and tolerance
Individual liberty
Human rights
Democracy
Study skills

Careers: covered in Tuesday morning form time.

First Aid in Year 8 CCF.

Fairtrade during Fairtrade fortnight

World religions
Mental health

Appendix 2

Core Theme 2:
Celebrating
Diversity and
Equality

Equality and Diversity Explored

Year - Autumn Term
Name _____

ASSESSMENT
FOR LEARNING



BASELINE and END POINT CONFIDENCE CHECKER



	BEFORE LEARNING THE UNIT	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT		
1. What is your identity?											
2. Multicultural Britain											
3. Breaking down stereotypes											
4. Learning disabilities											
5. Prejudice and discrimination											
6. Challenging Islamophobia											

Self Assessment and Reflection

- Aims:**
- Promote positive attitudes
 - Promote healthy relationships
 - Avoid harmful language becoming normalised



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KNOWLEDGE

What have you learnt about?
 What do you now know that you didn't before?

SKILLS

What have you learnt to do that you couldn't before?
 Which soft skills did you use?

ADVICE & TOP TIPS

Look at the aims above - how will these skills and knowledge change how you act?
 What advice would you give someone else?

RISKS & WARNINGS

What risks are there?
 What should you look out for?

