

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy – Secondary

Responsibility for approval: Senior Exec
Date of approval: June 2024

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1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

2.0 Aims

The aims of relationships and sex education (RSE) at our school are to:

- 2.1 Provide a framework in which sensitive discussions can take place
- 2.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 2.3 Help pupils develop feelings of self-respect, confidence and empathy
- 2.4 Create a positive culture around issues of sexuality and relationships
- 2.5 Teach pupils the correct vocabulary to describe themselves and their bodies

3.0 Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy development

4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

6.0 Legal framework

- 6.1 The legal framework is set out in statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 6.2 Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.
- 6.3 The statutory guidance applies to
 - 6.3.1 Relationships Education (for Primary education)
 - 6.3.2 Relationships and Sex Education (for Secondary Education)
- 6.4 The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and values

- 7.1 The Trust believes that RSE should:
 - 7.1.1 Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
 - 7.1.2 Be an entitlement for all young people;
 - 7.1.3 Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- 7.2 Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
 - 7.2.1 Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
 - 7.2.2 Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
 - 7.2.3 Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
 - 7.2.4 Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;

8.0 Relationships & sex education

8.1 Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2 Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3 Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content

9.1 Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE Programme, RE and Science lessons at KS3, and KS4.

9.2 Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum will have support from professionals where appropriate.

9.3 RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

9.4 Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that

answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9.5 More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or delivery lessons if required. Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6 See appendix for curriculum map

10.0 Inclusion

10.1 Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

10.2 Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

10.3 Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10.4 Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0 Roles and responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12.0 Roles and responsibilities

12.1 Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2 In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

13.3 Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

14.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0 Monitoring arrangements

15.1 The delivery of RSE is monitored by Joe Greenhalgh through his role as Assistant Headteacher of Humanities and Ethos.

15.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

15.3 This policy will be reviewed by Joe Greenhalgh (Assistant Headteacher of Humanities and Ethos), annually. At every review, the policy will be approved by Trustees.

16.0 Policy circulation

- 16.1 This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- 16.2 This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- 16.3 The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Appendix

- 17.1 Appendix 1: Curriculum Map

Relationships and sex education exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
7	1b	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> • Understand causes of stress • Be able to express emotions healthily • Understand the effects and dangers of drugs • Be equipped in basic first aid skills • Understand the importance of sleep 	<p>Mental wellbeing</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>Drugs, alcohol and tobacco</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> <ul style="list-style-type: none"> • 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. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • 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>Health and prevention</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p>

7	2b	<p>Healthy Lifestyle, relationships and sex education:</p> <ul style="list-style-type: none"> • Understand the importance of personal and dental hygiene and how to stay healthy • Understand the damaging role the media can play in our understanding of body image • Have a healthy perception of myself and good self-esteem • Identify changes that occur during puberty • Understand the menstrual cycle and menopause • Understand the value of marriage • Identify coercive control and honour based violence • Understand what constitutes domestic violence and explain its effects 	<p>Families</p> <p>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 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 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.</p> <p>Respectful relationships, including friendships</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. 28 • 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 (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in</p>
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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.

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, and how these can affect current and future relationships.

Intimate and sexual relationships

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 and menopause.

Health and prevention

about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			regular self-examination and screening. Changing adolescent body • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.
8	1b	Moral issues, including vaping <ul style="list-style-type: none"> • Understand the dangers of vaping 	Drugs, alcohol and tobacco

8	2b	<p>Relationships and sex education</p> <ul style="list-style-type: none"> • Understand sexuality • Be respectful and accepting of people regardless of their sexuality • Understand what constitutes sexting and the dangers of sexting • Identify how we can promote a healthy attitude towards body image • Understand issues relating to fertility • Identify what constitutes pornography and the dangers of pornography • Identify different types of contraception • Understand what abortion is and consider issues related to abortion • Understand what circumcision is • Understand FGM and be aware of how to stand against it 	<p>Internet safety and harms</p> <p>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. • 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.</p> <p>Respectful relationships, including friendships</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. 28 • 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 (e.g. 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</p>
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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

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 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

the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape,

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			<p>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).</p> <p>Intimate and sexual relationships</p> <p>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 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).</p>

9	1b	<p>Lifestyle:</p> <ul style="list-style-type: none"> • Understand the dangers of alcohol and form a positive understanding of alcohol • Identify what constitutes sexual harassment, how to call it out and how to treat others respectfully 	<p>Respectful relationships 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. 28 • 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 (e.g. 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.</p> <p>Drugs, alcohol and tobacco the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of</p>
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YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			addiction, including alcohol dependency.
9	2a	<p>Equality and diversity:</p> <ul style="list-style-type: none"> • Understand and identify sexism, racism, xenophobia, Islamophobia, prejudice towards disability, Anti-semitism and prejudice towards people who identify as LGBT+. • Know the law relating to prejudice and discrimination (Equality Act) and understand what is meant by protected characteristics. • Be active in challenging prejudice and discrimination 	<p>Respectful relationships</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. 28</p> <ul style="list-style-type: none"> • 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 (e.g. 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.

9	3a	<p>RSE:</p> <ul style="list-style-type: none"> • The importance of consent and how to withdraw consent • The dangers of pornography • The risks associated with unprotected sex • Understand how to use contraception, including condoms • Understand issues related to pregnancy and miscarriage • Understand the value in having sex within a loving, committed relationship • Consider issues related to teenage pregnancy and different options • Understand issues related to abortion • Consider power balance in relationships and what makes an unhealthy or healthy power balance 	<p>Intimate and sexual relationships</p> <p>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 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/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.</p> <p>Being safe</p> <p>the concepts of, and laws relating to, sexual consent, sexual</p>
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YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			<p>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).</p>

10	1a	<p>RSE:</p> <ul style="list-style-type: none"> • Identify the features of a healthy relationship • Understand how to end a relationship in a healthy way • Understand the value of committed relationships, including marriage • Explain the dangers of pornography 	<p>Respectful relationships:</p> <p>Pupils should know • 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. 28 • 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 (e.g. 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.</p> <p>Online and media:</p> <p>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</p>
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YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			<p>material or manage issues online.</p> <ul style="list-style-type: none"> • 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 partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. <p>Intimate and sexual relationships:</p> <p>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.</p> <ul style="list-style-type: none"> • 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.
10	2a	<p>Death and Bereavement:</p> <ul style="list-style-type: none"> • Identify stages in the grieving process and how we might cope with grief 	<p>Mental wellbeing:</p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. - the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
10	2b	<p>Radicalisation and Islamophobia:</p> <ul style="list-style-type: none"> • Understand how Britain has become increasingly multicultural throughout history • Understand the process of radicalisation • Understand why someone is more vulnerable to radicalisation • Identify stereotypes and prejudice • Be confident to challenge prejudice 	<p>Respectful 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). • 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. -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.</p>
10	3a	<p>Mental Health:</p> <ul style="list-style-type: none"> • Understand the stigma historically attached to mental health • Understand the causes and impacts of poor mental health • Identify ways to keep yourself and others mentally healthy 	<p>Mental wellbeing: how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>

YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
11	1a	Racism: <ul style="list-style-type: none"> • To understand and identify discrimination • To consider systemic and covert racism • To be confident to be anti-racist 	Respectful relationships: <ul style="list-style-type: none"> • 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). • 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. • 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.

	2a	<p>RSE:</p> <ul style="list-style-type: none"> • To understand features of healthy intimate sexual relationships • To identify prejudice towards people who identify as LGBT+ • To accept and respect people regardless of sexuality • To understand and identify the dangers of power imbalances in relationships • To understand honour-based violence and be confident to stand up against it 	<p>Families:</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into. • 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>Respectful relationships:</p> <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). • 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.</p> <p>Intimate and sexual relationships:</p> <p>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 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.</p> <p>Being safe:</p> <ul style="list-style-type: none"> • 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,
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YEAR GROUP	UNIT	TOPIC/THEME LEARNING OUTCOME	DFE STATUTORY GUIDANCE
			and how and when consent can be withdrawn (in all contexts, including online).
11	2b	Adult life: <ul style="list-style-type: none"> • Understand what being a donor involves. 	Physical health and fitness: <ul style="list-style-type: none"> • about the science relating to blood, organ and stem cell donation.

17.2 Appendix 2: Exemplar curriculum map

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 1	<p>Family types and relationships:</p> <ul style="list-style-type: none"> • Identify the different types of family and the roles of family members. • Describe the changes in family roles since the 1950s • Explain why roles have changed and why we need to learn about different types of families. • Identify different types of marriage and long-term relationships • The importance of getting on with family members 	<p>Families:</p> <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>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</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 2	<p>Keeping good friendships and avoiding toxic ones:</p> <ul style="list-style-type: none"> • Correctly identify ways we can develop genuine friendships. • Describe how it can be difficult to always be a good friend. • Explain the difference between genuine friendships and toxic friendships. 	<p>Respectful relationships, including friendships: the characteristics of positive and healthy friendships (in all contexts, including online). 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.</p> <p>Online and media: their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>
Year 7	Unit 3	<p>Bullying or banter – what is and what isn’t acceptable?</p> <ul style="list-style-type: none"> • Identify whether situations are ‘banter’ or bullying. • Describe the consequences of ‘banter’ and how we can tell when banter turns to bullying. • Explain the difference between banter and bullying and why you believe each situation falls into that particular category. • Describe different types of bullying and the difference between a bystander and an upstander. 	<p>Respectful relationships, including friendships: 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.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 4	<p>Cyberbullying</p> <ul style="list-style-type: none"> • Identify the different types of cyber bullying. • Describe what cyber bullying is and why people do it. • Analyse why the 4 Step Method to stop cyber bullying is effective. 	<p>Respectful relationships, including friendships 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> <p>Online and media: their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>
Year 7	Unit 5	<p>Toxic relationships:</p> <ul style="list-style-type: none"> • Describe some ways of avoiding dangerous relationships and maintaining positive ones. • Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. • Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked. 	<p>Respectful relationships, including friendships: that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>Online and media: 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.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 7	Unit 6	<p>Protecting your online identity: why must we be so careful with social media?</p> <ul style="list-style-type: none"> • Identify the negative internet uses and the information we should not make public. • Describe how an online groomer uses social media. • Analyse whether your social media profiles are safe from bullies and trolls. • Follow a simple checklist to help manage and maintain your online reputation. 	<p>Online and media:</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>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p>
Year 7	Unit 7	<p>Consent and Female Genital Mutilation (FGM):</p> <ul style="list-style-type: none"> • Identify the four types of FGM • Identify what to look out for when a victim may have, or may be soon to experience FGM. • Describe how girls are encouraged into the process and reasons why it's often unreported. • Understand the short and long term health problems caused by FGM 	<p>Being safe:</p> <p>The concepts of, and laws relating to FGM, and how these can affect current and future relationships</p> <p>Families:</p> <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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 1	<p>Dismantling sexism: women’s rights (Equality Act):</p> <ul style="list-style-type: none"> ● Know about important milestones in the history of women’s rights in the UK ● Understand what is meant by sex discrimination ● Recognise that ‘sex’ is a protected characteristic in the Equality Act 2010 ● Discuss the challenges that remain ● Give examples of female activists who put their lives in danger to make their voices heard 	<p>Respectful relationships, including friendships:</p> <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>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</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 2	<p>Dismantling sexism: gender stereotyping and sexist language:</p> <ul style="list-style-type: none"> • Know the definition of sexism and how it reinforces the discrimination of women and girls • Understand and articulate what gender stereotypes are. • Have an appreciation of the harm of gender stereotypes • Understand what sexist language is. • Discuss if and why particular words or phrases are harmful. 	<p>Respectful relationships, including friendships:</p> <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</p> <p>Being safe:</p> <p>The concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p>

Year 8	Unit 3	<p>Dismantling sexism: public sexual harassment:</p> <ul style="list-style-type: none"> • Know the definition of public sexual harassment (PSH) • Recognise examples of PSH • Understand that PSH behaviours are rooted in sexism and that PSH is the most common form of violence against women and girls • Know which other groups are most likely to experience PSH and the impact of PSH for the victims • Recommend ways in which individuals can tackle PSH 	<p>Respectful relationships, including friendships:</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</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 4	<p>What consent is and its importance:</p> <ul style="list-style-type: none"> • Correctly identify cases where consent has or has not been given. • Describe the ‘cup of tea’ analogy and how it can be used to explain consent accurately. • Explain whether consent has been given in particular situations and how you know this. • Know the law regarding consent and rape 	<p>Respectful relationships, including friendships:</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent...</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>Being safe:</p> <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)</p> <p>The concepts of, and laws relating to sexual consent, coercion, rape, and how these can affect current and future relationships</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 5	<p>Sharing of nudes and semi-nudes:</p> <ul style="list-style-type: none"> • Understand the pressures on young people to send nude or semi-nude images. • Discuss if girls have a (more) negative experience online • Give advice to others to avoid sending nude and semi-nude images • Understand the possible consequences of sending nude and semi-nude images, including the legal consequences • Know how to report and remove a nude image shared online 	<p>Online and media:</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>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>what to do and where to get support to report material or manage issues online</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 6	<p>Grooming:</p> <ul style="list-style-type: none"> • Correctly identify the different ways an online groomer will try to exploit someone. • Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else. • Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be. • Know what we can do if we suspect someone is trying to groom either ourselves or a friend online. 	<p>Families: how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</p> <p>Online and media: 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</p> <p>Staying safe: The concepts of, and laws relating to, grooming, coercion, and how these can affect current and future relationships</p>

Year 8	Unit 7	<p>Child Sexual Exploitation:</p> <ul style="list-style-type: none"> • Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE. • Understand why it is often difficult to identify victims • Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities. • Know where to go for help and advice 	<p>Families: how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</p> <p>Being safe: the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, and how these can affect current and future relationships</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 8	<p>Gender identity and sexual orientation:</p> <ul style="list-style-type: none"> • Define ‘gender’, ‘sex’, ‘gender identity’ and ‘sexual orientation’ • Know some of the terminology people use to identify their sexual orientation and gender identity • Understand the meaning behind Pride month • Recognise the effects of homophobic, biphobic and transphobic bullying and suggest how we can combat it 	<p>Respectful relationships, including friendships:</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>how stereotypes, in particular stereotypes based on sex, gender and sexual orientation can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 9	<p>LGBT+ rights in UK and abroad (Equality Act):</p> <ul style="list-style-type: none"> • Understand the purpose of the Equality Act 2010 and how it protects the rights of LGBT+ people in the UK • Correctly identify countries where far more needs to be done to improve LGBT+ rights. • Describe what is currently being done by activists and organisations and the progress they've made. • Explain the everyday issues the LGBT+ global community face and how they overcome them. 	<p>Respectful relationships, including friendships:</p> <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</p> <p>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> <p>how stereotypes, in particular stereotypes based on sex, gender and sexual orientation, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 10	<p>Radicalisation and extremism:</p> <ul style="list-style-type: none"> • Understand the consequences of hate crime • Explain what is meant by the terms extremism, terrorism and radicalisation. • Suggest factors which contribute to the formation of extremist ideologies. • Spot signs that could indicate that a young person is being radicalised • Know what the Prevent Strategy is 	<p>Families: 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>Respectful relationships, including friendships: 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 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>Online and media: what to do and where to get support to report material or manage issues online the impact of viewing harmful content</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 8	Unit 11	<p>Dealing with divorce and separation:</p> <ul style="list-style-type: none"> • Understand that divorce and splitting up affects people in different ways • Discuss helpful advice on how to deal with divorce and separation • Awareness of the different stages of the grief cycle • Know who to talk to and when to seek professional help 	<p>Respectful relationships</p> <p>The management of conflict, reconciliation and ending relationships.</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 1	<p>Healthy and unhealthy relationships: domestic abuse:</p> <ul style="list-style-type: none"> • What characterises a healthy relationship? • What characterises an unhealthy relationship? • Why is it sometimes difficult for a person to acknowledge that he or she is in an unhealthy relationship? • Why do people stay in unhealthy relationships? • If someone is in an unhealthy relationship, what can they do about it? 	<p>Families: how to 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>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.</p> <p>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</p> <p>Being safe: the concepts of, and laws relating to abuse and domestic abuse, and how these can affect current and future relationships</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 2	<p>Forced marriage and honour-based violence:</p> <ul style="list-style-type: none"> • Understand that forced marriages are illegal in England and Wales and are recognised as a form of violence. • Recognise honour-based violence practices and reasons why these crimes are committed • Know where to get help 	<p>Respectful relationships, including friendships: 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</p> <p>Staying safe: the concepts of, and laws relating to forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p>
Year 9	Unit 3	<p>The dangers of pornography</p> <ul style="list-style-type: none"> • Correctly identify ways pornography can be harmful, both to viewers and people involved in the industry. • Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives. • Explain how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society. • Know the law relating to pornography. 	<p>Online and media: 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</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 4	<p>Consent and sexual pressure:</p> <ul style="list-style-type: none"> • Be certain of the age of consent in the UK and what consent means • Identify reasons why young people may choose to have sex • Explain why young people may feel pressured into having sex and • Know how to deal with sexual pressure 	<p>Being safe:</p> <p>the concepts of, and laws relating to, sexual consent, and how these can affect current and future relationships</p> <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)</p> <p>Intimate and sexual relationships, including sexual health:</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>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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 9	Unit 5	<p>Sexually transmitted infections (STIs):</p> <ul style="list-style-type: none"> • Understand how to prevent STIs through safer sex • Able to describe the symptoms of common STI's • Know what to do if you put yourself at risk – help, testing and treatment 	<p>Intimate and sexual relationships, including sexual health:</p> <p>how the different sexually transmitted infections (STIs), 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 about treatment</p>
Year 9	Unit 6	<p>Contraception:</p> <ul style="list-style-type: none"> • Describe some ways we can protect ourselves against unsafe sex. • Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception. • Evaluate which type of contraception is best depending on a person's circumstances. • Know how to put a condom on safely and to only use condoms that are in date and display a British safety mark • Understand what can go wrong and options available in an emergency. 	<p>Intimate and sexual relationships, including sexual health:</p> <p>the facts about the full range of contraceptive choices, efficacy and options available</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 1	<p>Toxic masculinity:</p> <ul style="list-style-type: none"> ● To define the term toxic masculinity ● To explore where toxic masculinity comes from and how damaging it can be to men and women ● To evaluate what a good man is and how to develop these traits 	<p>Respectful relationships, including friendships:</p> <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>
Year 10	Unit 2	<p>Revenge porn and upskirting:</p> <ul style="list-style-type: none"> ● Know what is meant by revenge porn and upskirting ● Correctly identify what to do to prevent revenge porn and what to do if you become a victim of revenge porn or upskirting. ● Describe the long and short term consequences of sharing intimate images with partners or friends. ● Explain the law regarding revenge porn and upskirting 	<p>Respectful relationships, including friendships: what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>Being safe: the concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p> <p>Online and media: not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 3	<p>Collector Culture:</p> <ul style="list-style-type: none"> • To explore the reasons why some young people send sexts, nudes and dick pics • To be able to deal effectively and assertively with requests and pressure to send nudes • Panorama documentary: Trading in nudes 	<p>Online and media:</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>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>Being safe:</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, coercion, harassment, and how these can affect current and future relationships.</p>

Year 10	Unit 4	<p>Pregnancy, miscarriage and fertility:</p> <ul style="list-style-type: none"> • Understand how pregnancy happens and early symptoms of pregnancy • The importance of taking a pregnancy test • Recognise the common symptoms of a miscarriage and where to get help afterwards • Understand the factors affecting fertility 	<p>Intimate and sexual relationships, including sexual health:</p> <p>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>the facts around pregnancy including miscarriage</p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>
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YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 5	<p>Keeping the baby, adoption and abortion:</p> <ul style="list-style-type: none"> • Understand the choices in relation to pregnancy including keeping the baby, adoption and abortion. • Know the facts about abortion, adoption and keeping the baby • Know where to get further help. • Watch the film 'Juno' (film classification:12A) - an independent-minded teenager confronting an unplanned pregnancy 	<p>Intimate and sexual relationships, including sexual health:</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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 6	<p>Different types of partnerships:</p> <ul style="list-style-type: none"> • Recognising that there are different types of committed, stable relationships • The characteristics and legal status of marriage, civil partnerships and cohabiting • The traditional practices of arranged marriages 	<p>Families:</p> <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>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>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 7	<p>Teenage parents:</p> <ul style="list-style-type: none"> • Know some basic facts about the costs of having a baby and practice compiling a simple budget • Understand the effects that having a baby can have on the finances of a young person and their family 	<p>Families: the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>Intimate and sexual relationships, including sexual health: 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>
Year 10	Unit 8	<p>Good parenting:</p> <ul style="list-style-type: none"> • Consider what makes a good parent • Explore how much support a baby needs from its parents and carers • Consider the needs of children at different developmental stages 	<p>Families: the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p>

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Year 10	Unit 9	<p>Gender identity and Transgender (Equality Act):</p> <ul style="list-style-type: none"> • Use appropriate terminology with understanding when referring to transgender people. • Understand that transition is a social and/or medical process. • Explain the challenges faced by transgender people in society (prejudice and discrimination). • Think of ways to support transgender people. 	<p>Respectful relationships, including friendships:</p> <p>how stereotypes, in particular stereotypes based on sex, gender and sexual orientation, 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</p> <p>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> <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</p>

YEAR GROUP	UNIT	TOPIC/THEME: LEARNING OUTCOMES	DFE STATUTORY GUIDANCE: WHAT PUPILS SHOULD KNOW
Year 10	Unit 10	<p>Mimi (Missfit) on a Mission: Sex Ed (BBC Documentary series - British teens visit Holland to see how sex ed is delivered there and to explore different attitudes towards sex):</p> <ul style="list-style-type: none"> • Episode 1 - First love: views on 6 year olds being taught sex ed • Episode 2 - Safe Sex: STIs and contraception • Episode 3 - LGBT+: sexuality and diversity • Episode 4 - Nudes and porn: porn awareness and pitfalls of living in a digital world 	<p>Respectful relationships, including friendships: practical steps they can take in a range of different contexts to improve or support respectful relationships 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</p> <p>Online and media: 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 partners about online risks</p> <p>Intimate and sexual relationships, including sexual health: how the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p>

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Year 11	Unit 1	<p>Toxic masculinity:</p> <ul style="list-style-type: none"> ● To define the term toxic masculinity ● To explore where toxic masculinity comes from and how damaging it can be to men and women ● To evaluate what a good man is and how to develop these traits 	<p>Respectful relationships, including friendships:</p> <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>
Year 11	Unit 2	<p>Revenge porn and upskirting:</p> <ul style="list-style-type: none"> ● Know what is meant by revenge porn and upskirting ● Correctly identify what to do to prevent revenge porn and what to do if you become a victim of revenge porn or upskirting. ● Describe the long and short term consequences of sharing intimate images with partners or friends. ● Explain the law regarding revenge porn and upskirting ● BBC Documentary; Zara McDermott: Revenge Porn 	<p>Respectful relationships, including friendships: what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>Being safe: the concepts of, and laws relating to, sexual consent and harassment, and how these can affect current and future relationships</p> <p>Online and media: not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>

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strengthening communities through **excellent education**.

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Year 11	Unit 3	<p>Harassment and stalking:</p> <ul style="list-style-type: none"> Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously. Explain how victims are targeted, the abuse they suffer and correctly identify different types of abuse. Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how the law protects us from stalking and harassment. Panorama documentary – Online abuse: why do you hate me? 	<p>Respectful relationships, including friendships: 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> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>Being safe: the concepts of, and laws relating to, sexual consent, abuse, coercion, harassment and how these can affect current and future relationships</p>
Year 11	Unit 4	<p>Rape Culture:</p> <ul style="list-style-type: none"> BBC documentary – Zara McDermott: Uncovering Rape Culture 	<p>Being safe: The concepts of, and laws relating to coercion, harassment, rape, and how these can affect current and future relationships</p>