

# Relationships Education, Relationships and Sex Education and Health Education Policy



## What is Relationship and Sex Education and Health Education (RSE and HE)?

Relationships Education, Relationships and Sex Education, and Health Education is about empowering pupils with the knowledge to make informed decision about their well-being, health and relationships. Relationships Education, RSE and Health Education is about understanding the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society. Relationships Education, RSE and Health Education is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all.

This policy will be compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (January 2021)
- DfE 'Teaching about relationships, sex and health' (2021)
- DfE 'Keeping children safe in education' (2023)
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

## Aims of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education aims to promote the spiritual, moral, cultural, emotional and physical development of pupils/students at school/college and in society and to prepare them for the challenges, opportunities and responsibilities of adult life. Relationships Education, RSE and Health Education includes providing pupils/students with reliable information about healthy relationships.

Following guidance produced by the DfE (2019) the Trust ensures that Relationships Education, RSE and Health Education is carefully designed to safeguard and support all pupils/students in an increasingly digital world. Each academy is clear on the themes and issues it should cover and Relationships Education, RSE and Health Education is age-appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school and college, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and

consent, and how to manage conflict, and also how to recognise unhealthy relationships;

- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school and college, around sex, sexual health and sexuality, set firmly within the context of relationships.

### **Objectives of Relationships, RSE and Health Education**

- To understand the function of body parts and correct terms for these parts
- To help young people move with confidence from childhood to adolescence and beyond
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society
- To learn the value of respect, care and self esteem
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment
- To enable pupils/students to effectively communicate about issues associated with relationships, including intimate relationships
- To understand the responsibilities of safe relationships
- To be aware of external support agencies and forums to support in issues associated with sex and relationships
- To enable young people to make good decisions about their own health and wellbeing
- To enable young people to recognise issues in themselves and others, and to seek support as early as possible when issues arise
- To enable young people to understand and sustain healthy physical, mental and emotional lives

### **Practice**

We respect the diversity and different values held by the families and pupils attending our schools/college and address all subjects within Relationships Education, RSE, and Health Education with sensitivity. Relationships Education, RSE, and Health Education seeks to encourage pupils/students to recognise and accept the difference of others. We take our responsibilities very seriously with regard to ensuring pupils have appropriate education to succeed as adults and ensure that the teaching delivered by staff is not influenced by their personal beliefs and attitudes.

The teaching offered will be complementary and supportive to the role of parents/carers, and staff will have regard to parents'/carers' views about content and presentation. Parents/carers do not have the right to withdraw their children from Relationships or Health Education as this is a statutory requirement/part of the science curriculum. At a secondary school level, parents/carers 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. Parents/carers are encouraged to discuss the decision to remove their child from Sex Education at the earliest opportunity and discuss any queries they may have with the delivering teacher if appropriate. If withdrawal is sought, parents must do so in writing to the Head Teacher.

Relationships Education, RSE and Health Education is firmly embedded in the PSHE framework.

At Sitwell Junior School, the Jigsaw Scheme of Work is used to deliver statutory Relationships and Health Education. This is adapted by class teachers to ensure that learning is age-appropriate and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children.

At Oakwood High School RSE will mainly be delivered through MAP lessons (Making Aspirations Possible). This is an integral part of our whole school PSHE provision and will cover healthy relationships, health and wellbeing and staying safe. Lessons are derived from the PSHE Association recommended program of study and are quality assured by the Leader of Learning for this curriculum area. A safe learning environment will be established by agreed ground rules with the class. We will ensure that our RSE is matched to the needs of our pupils by consultation with ARC and ensuring pupils needs are reflected in planning. Where relevant, outside agencies and professionals may assist in content delivery. Some topics will also be covered in the Science curriculum.

At Winterhill School the dedicated study of PSHCE each week allows students the opportunities to explore a range of risks they will face in their adult life and give them the tools they will need to make informed and responsible decisions on these risks. PSHCE helps students build their confidence, resilience and self-esteem through a range of written tasks, group discussion and a variety of guest speakers on subjects that build respect for a range of groups within society to ensure that everyone succeeds. PSHCE enables our students to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Themes covered include mental health, physical health, sex and relationships education, risks around smoking, alcohol and drugs, British values and careers education. Our pupils needs are reflected in our planning so therefore we respect the parental right to withdraw their child from lessons on sex education in line with the government guidance.

At Thomas Rotherham College RSE and relationships education is delivered through the post-16 tutorial programme. This offers a blend of large group seminar-style delivery and discussion, combined with a signposting to online resources. Students

attend sessions which enable them to explore issues such as abuse, child sexual exploitation, grooming, healthy relationships, sexual health and sexual harassment / sexual violence. Where relevant outside expertise is utilised via agencies and professionals to deliver key content. Outside agencies and professionals visit the college to provide sexual health and healthy relationships guidance to students, with the inclusion of a sexual health clinic provided on site by MESMAC. The tutorial programmes also provide students with the opportunity to engage in the issues surrounding emotional health and wellbeing.

It is recognised that for some areas of discussion, it may be more appropriate to deliver information in single gender groups. When this occurs, the same curriculum content will be delivered to both male and female pupils when this occurs.

It is acknowledged that as Relationships, RSE and Health Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in Relationships, RSE and Health Education (in our academies) to ensure that appropriate boundaries are set and to ensure no pupil feels embarrassed or uncomfortable about the topics being discussed.
- Correct terminology will be used when naming body parts, whilst recognising that there may be ‘family’ words that may be used at home.
- Both boys and girls will need to be prepared for puberty (this may include discussing issues such as wet dreams and menstruation).
- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively and, where appropriate, Learning Mentor support will be provided.

### **Professional Development**

Every effort will be made to ensure that teaching staff delivering Relationships Education, RSE and Health Education have access to appropriate training; this may include input by the Rotherham School Improvement Team or from the PHSE Association.

### **Resources**

A range of teaching resources will be used to enhance pupils’ learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, video, small group discussion and, where appropriate, guest speakers, outside agencies and workshops.

### **Assessment, Monitoring and Evaluation**

Relationships Education, RSE and Health Education is monitored through lesson planning, learning walks, classroom observations and work scrutiny.

## Consultation and Review

This policy is available on request from school offices. This policy will be reviewed in full by the Trust Governor Safeguarding Panel on an annual basis.

<b>Policy Review Frequency</b>	2 years
<b>Policy to be approved by</b>	Safeguarding Committee
<b>Date of Review</b>	March 2024
<b>Approved by Chair</b>	
<b>Next Review</b>	March 2026
<b>Lead Professional / External Review</b>	Sarah Walker, Donna Tank, Jen Ellis and Andy Amery
<b>Communication</b>	Staff Handbook
<b>Document Location</b>	Staff Handbook, Every Compliance System
<b>PA/HR Officer</b>	Leah Carr

## Appendix 1 – Sitwell Junior School PSHE Scheme of Work (Jigsaw)

1. Being me in my World				
	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Recognise my worth and can identify positive things about myself and my achievements.	Understand that my attitudes and actions make a difference to the class team.	Face new challenges positively and know how to set personal goals.	Identify my goals for this year, understand my fears and worries about the future and know how to express them.
<b>b</b>	Face new challenges positively, make responsible choices and ask for help when I need it.	Understand who is in my school community, the roles they play and how I fit in.	Understand my rights and responsibilities as a citizen of my country.	Know that there are universal rights for all children but for many children these rights are not met.
<b>c</b>	Understand why rules are needed and how they relate to rights and responsibilities.	Understand how democracy works through the School Council.	Understand my rights and responsibilities as a citizen of my country and as a member of my school.	Understand that my actions affect other people locally and globally.
<b>d</b>	Understand that my actions affect myself and others and I care about other people's feelings.	Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	Make choices about my own behaviour because I understand how rewards and consequences feel.	Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
<b>e</b>	Make responsible choices and take action.	Understand how groups come together to make decisions.	Understand how an individual's behaviour can impact on a group	Understand how an individual's behaviour can impact on a group.
<b>f</b>	Understand my actions affect others and try to see things from their points of view.	Understand how democracy and having a voice benefits the school community.	Understand how democracy and having a voice benefits the school community and know how to participate in this.	Understand how democracy and having a voice benefits the school community.

<b>2. Celebrating Difference</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand that everybody's family is different and important to them.	Understand that, sometimes, we make assumptions based on what people look like.	Understand that cultural differences sometimes cause conflict.	Understand there are different perceptions about what normal means.
<b>b</b>	Understand that differences and conflicts sometimes happen among family members.	Understand what influences me to make assumptions based on how people look.	Understand what racism is.	Understand how being different could affect someone's life.
<b>c</b>	Know what it means to be a witness to bullying.	Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	Understand how rumour-spreading and name-calling can be bullying behaviours.	Explain some of the ways in which one person or a group can have power over another.
<b>d</b>	Know that witnesses can make the situation better or worse by what they do.	Explain why witnesses sometimes join in with bullying and sometimes don't tell.	Explain the difference between direct and indirect types of bullying.	Know some of the reasons why people use bullying behaviours.
<b>e</b>	Recognise that some words are used in hurtful ways.	Identify what is special about me and value the ways in which I am unique.	Compare my life with people in the developing world.	Give examples of people with disabilities who lead amazing lives.
<b>f</b>	Recall a time when my words affected someone's feelings and what the consequences were.	Describe a time when my first impression of someone changed when I got to know them.	Understand a different culture from my own.	Explain ways in which difference can be a source of conflict and a cause for celebration.

<b>3. Dreams and Goals</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Discuss a person who has faced difficult challenges and achieved success.	Describe some of my hopes and dreams.	Understand that I will need money to help me achieve some of my dreams.	Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
<b>b</b>	Identify a dream/ambition that is important to me.	Understand that sometimes hopes and dreams do not come true and that this can hurt.	Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	Work out the learning steps I need to take to reach my goal and

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				understand how to motivate myself to work on these.
<b>c</b>	Enjoy facing new learning challenges and working out the best ways for me to achieve them.	Know that reflecting on positive and happy experiences can help me to counteract disappointment.	Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	Identify problems in the world that concern me and talk to other people about them.
<b>d</b>	Remain motivated and enthusiastic about achieving our new challenges.	Know how to make a new plan and set new goals even if I have been disappointed.	Describe the dreams and goals of young people in a culture different to mine.	Work with other people to help make the world a better place.
<b>e</b>	Recognise obstacles which might hinder my achievement and can take steps to overcome them.	Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.	Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	Describe some ways in which I can work with other people to help make the world a better place.
<b>f</b>	Evaluate my own learning process and identify how it can be better next time.	Identify the contributions made by myself and others to the group's achievement.	Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	Know what some people in my class like or admire about me and can accept their praise.

<b>4. Healthy Me</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand how exercise affects my body and know why my heart and lungs are such important organs.	Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	Take responsibility for my health and make choices that benefit my health and well-being.
<b>b</b>	Know that the amount of calories, fat and sugar I put into my body will affect my health.	Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

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<b>c</b>	Tell you my knowledge and attitude towards drugs	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.	Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.	Understand that some people can be exploited and made to do things that are against the law.
<b>d</b>	Identify things, people and places that I need to keep safe from.	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.	Understand how the media, social media and celebrity culture promotes certain body types.	Know why some people join gangs and the risks this involves.
<b>e</b>	Identify when something feels safe or unsafe	Recognise when people are putting me under pressure and can explain ways to resist this when I want.	Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
<b>f</b>	Understand how complex my body is and how important it is to take care of it.	Know myself well enough to have a clear picture of what I believe is right and wrong.	Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

<b>5. Relationships</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	Recognise situations which can cause jealousy in relationships.	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	Know that it is important to take care of my mental health.
<b>b</b>	Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.	Identify someone I love and can express why they are special to me.	Understand that belonging to an online community can have positive and negative consequences.	Know how to take care of my mental health.
<b>c</b>	know and use some strategies for keeping myself safe online.	Describe someone I know that I no longer see.	Understand there are rights and responsibilities in an online community or social network.	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.

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<b>d</b>	Explain how some of the actions and work of people around the world help and influence my life.	Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	Know there are rights and responsibilities when playing a game online.	Recognise when people are trying to gain power or control.
<b>e</b>	Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.	Recognise when I am spending too much time using devices (screen time).	Judge whether something online is safe and helpful for me.
<b>f</b>	know how to express my appreciation to my friends and family.	Know how to show love and appreciation to the people and animals who are special to me.	Explain how to stay safe when using technology to communicate with my friends.	Use technology positively and safely to communicate with my friends and family.

<b>6. Changing Me</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.		Show awareness of my own self-image and how my body image fits into that.	Show awareness of my own self-image and how my body image fits into that.
<b>b</b>			Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
<b>c</b>			Describe how boys' and girls' bodies change during puberty.	
<b>d</b>		Know how the circle of change works and can apply it to changes I want to make in my life.		Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
<b>e</b>	Start to recognise stereotypical ideas I might have about parenting and family roles.	Identify changes that have been and may continue to	Identify what I am looking forward to about becoming a teenager and	Show awareness of the importance of a positive self-esteem and what I can do to develop it.

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		be outside of my control that I learnt to accept.	understand this brings growing responsibilities (age of consent).	
f	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to when I move to a new class.	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

## Appendix 2 – OHS PSHE Scheme of Learning 2023-24

### Year 7 Transition

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
<u>L1.1 This Is Me</u>	<ul style="list-style-type: none"> <li>Identify likes, dislikes, strengths, weaknesses and personal attributes.</li> <li>Understand how and why their preferences and attributes change over time.</li> <li>Set positive personal development targets.</li> </ul>
<u>L1.2 Being Positive And Respectful</u>	<ul style="list-style-type: none"> <li>Understand the importance of giving other people compliments and being kind to others.</li> <li>Consider how to turn a problem into an opportunity.</li> <li>Identify your strengths and explain why it is important to be aware of our own emotions.</li> </ul>
<u>L1.3 Health And Wellbeing</u>	<ul style="list-style-type: none"> <li>Understand what positive wellbeing might look like in someone's life.</li> <li>Recognise a range of healthy and unhealthy habits we might have.</li> <li>Know a range of methods to improve my own and others health and wellbeing.</li> </ul>
<u>L1.4 Stress</u>	<ul style="list-style-type: none"> <li>Understand the importance of being able to pick up and put down stress</li> <li>Explore the common sources of stress</li> <li>Understand that a lot of the joys we have in life are related to mindful activities</li> </ul>

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<b>L1.5 Immunisations And Vaccines</b>	<ul style="list-style-type: none"> <li>Describe how immunity to disease and infection can be acquired</li> <li>Describe the difference between communicable and non-communicable diseases</li> <li>Evaluate the impact on society when there is a pandemic virus with no vaccination available</li> </ul>
<b>L1.6 Assessment</b>	<ul style="list-style-type: none"> <li>create a leaflet, poster or a slides document for young people about the importance of health and wellbeing.</li> </ul>

## Year 7

### Topic 4: Relationships

### Topic 2 : Health and Wellbeing

### Topic 3: Puberty

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _
<b>Family and Friends</b>	<ul style="list-style-type: none"> <li>Recognise how family members depend on, and support each other,</li> <li>Identify the main characteristics of a successful friendship.</li> <li>Act appropriately to support family members and friends.</li> </ul>	<b>Dealing with Change</b>	<ul style="list-style-type: none"> <li>Identify changes and transitions that can take place during adolescence</li> <li>Describe the impact that change can have</li> <li>Explain different ways of managing change and where to seek support</li> </ul>	<b>Body Changes</b>	<ul style="list-style-type: none"> <li>Understand that puberty is only one of many changes you have or will experience</li> <li>Recognise and understand changes taking place in your body</li> <li>Identify the changes that take place in boys and in girls and the stages in which they happen</li> </ul>

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<p><b><u>Right and Wrong</u></b></p>	<ul style="list-style-type: none"> <li>• Identify strategies they use for making decisions</li> <li>• reflect on the consequences of making decisions</li> <li>• To consider what might influence their decision making</li> </ul>	<p><b><u>Transition to Secondary School</u></b></p>	<ul style="list-style-type: none"> <li>• To identify the differences between primary and secondary school</li> <li>• To explain some ways to manage this change</li> <li>• To understand the importance of lifelong learning and establish effective learning habits</li> <li>•</li> <li>•</li> </ul>	<p><b><u>Emotional Changes</u></b></p>	<ul style="list-style-type: none"> <li>• Recognise the range of changes in feelings and attitudes caused by hormonal changes during puberty</li> <li>• Devise strategies for coping with mood swings</li> <li>• Understand that emotional changes affect both boys and girls</li> </ul>
<p><b><u>Teasing and Bullying</u></b></p> <p><b><u>Also covered in anti bullying week assembly</u></b></p>	<ul style="list-style-type: none"> <li>• Define the terms ‘teasing’ and ‘bullying’.</li> <li>• Understand the consequences of bullying.</li> <li>• Devise strategies for preventing and dealing with bullying.</li> </ul>	<p><b><u>Coping with Feelings</u></b></p>	<ul style="list-style-type: none"> <li>• Identify the emotions associated with change, conflict and loneliness</li> <li>• Distinguish helpful and unhelpful behaviours when dealing with these emotions</li> <li>• Explore strategies to develop self-esteem and confidence</li> </ul>	<p><b><u>Falling in Love</u></b></p>	<ul style="list-style-type: none"> <li>• Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise</li> <li>• Describe what the case studies should do in the difficult romantic situations as well as what is and isn’t appropriate</li> <li>• explain the meanings of new terms, use them in the correct context and analyse</li> </ul>

					whether romantic love even exists at all
<b><u>Cyberbullying</u></b>	<ul style="list-style-type: none"> <li>Define cyberbullying.</li> <li>Suggest ways in which young people can stay safe online.</li> <li>Identify cyberbullying and its consequences</li> </ul>	<b><u>Railway Safety</u></b>	<ul style="list-style-type: none"> <li>Consider how we make decision and explore some potential consequences</li> <li>To understand the dangers and hazards at level crossings and railways</li> <li>To assess what better choices we can make in relation to safety at level crossings and railway stations</li> </ul>	<b><u>Dragon's Den project</u></b>	<ul style="list-style-type: none"> <li>recognise why good personal hygiene routines are important during puberty.</li> <li>identify means of managing hygiene during puberty.</li> <li>understand the links between personal hygiene and health.</li> </ul>
<b><u>Safer online relationships</u></b>	<ul style="list-style-type: none"> <li>Describe the benefits and challenges of using social media.</li> <li>Explain the risks and benefits of meeting people online and how those relationships differ to those established offline.</li> <li>Identify safe and unsafe online relationship behaviours and</li> </ul>	<b><u>First Aid: Bleeding and Shock.</u></b>	<ul style="list-style-type: none"> <li>To identify what items should be in a first aid kit and explain their purpose</li> <li>To describe the signs and symptoms of internal and external bleeding and shock</li> </ul>	<b><u>Dragon's Den GEAR assessment</u></b>	<ul style="list-style-type: none"> <li>recognise why good personal hygiene routines are important during puberty.</li> <li>identify means of managing hygiene during puberty.</li> <li>understand the links between personal hygiene and health.</li> </ul>

	explain how to minimise and respond to risks online.		<ul style="list-style-type: none"> <li>To assess and provide first aid to a casualty who is bleeding or in shock and seek medical help if required</li> </ul>		
<b><u>Introduction to consent</u></b>	<ul style="list-style-type: none"> <li>Explain what consent means, both legally and ethically and why it is so important.</li> <li>Identify signs of when someone is consenting and when they are not and describe how consent is sought, given and not given in a healthy relationship.</li> <li>Give reasons why most young people do not have sex until after they have passed the age of consent.</li> </ul>	<b><u>Self reflection GEAR</u></b>			
<b><u>Assessment: Board game</u></b>	<ul style="list-style-type: none"> <li>Summarise information about healthy relationships and consent</li> </ul>				
<b><u>Rights and responsibilities</u></b>	<ul style="list-style-type: none"> <li>Understand why children need rights.</li> <li>Identify children's rights in relation to work, health and citizenship.</li> <li>Recognise the responsibilities that are associated with having rights.</li> </ul>				

<b><u>Relationships on screen</u></b>	<ul style="list-style-type: none"> <li>• Explain the influences on relationship expectations.</li> <li>• Identify differences between off-screen and on-screen relationships.</li> <li>• Evaluate reasons why and how representations of relationships on-screen are different relationships off-screen.</li> </ul>				
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## Year 8

### Topic 4: Health and Well-being

### Topic 2 : Relationships

### Topic 3: Health and Well-being

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
<b><u>Drugs and Health</u></b>	<ul style="list-style-type: none"> <li>• Recognise the value and limitations of drugs in treating illness and disease</li> <li>• Understand the school's policy on medicines and identify safe practices for storing and using medicines</li> <li>• Explain why doctors will not always prescribe</li> </ul>	<b><u>Discrimination</u></b>	<ul style="list-style-type: none"> <li>• Explore what makes us similar or different within society.</li> <li>• Be aware of relevant terminology and around people with different identities</li> <li>• Demonstrate understanding of how people can be treated differently based on their identity</li> </ul>	<b><u>Mental Health</u></b>	<ul style="list-style-type: none"> <li>• Evaluate the links between mental health and physical health.</li> <li>• Identify common misconceptions about mental health.</li> <li>• Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health.</li> </ul>

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	antibiotics and suggest when they would.				
	<ul style="list-style-type: none"> <li>Identify and categorise the different health problems caused by smoking tobacco and describe problems caused by nicotine.</li> <li>Describe the different health problems caused by smoking tobacco and the link between addiction, nicotine and dopamine.</li> <li>Explain why the NHS have endorsed vaping as a stop smoking aid and whether or not this makes vaping a safe long term activity using new terminology.</li> </ul>	<b>Disability (I'm with Sam)</b>	<ul style="list-style-type: none"> <li>Understand the challenges faced by people with learning disabilities and autism, the potential physical and emotional effects of discrimination and disablist bullying on people with learning disabilities and autism and ways to challenge disablist bullying, prejudice and discrimination as individuals, as a community and within society.</li> </ul>	<b>Managing Emotions</b>	<ul style="list-style-type: none"> <li>Explain the factors that affect emotional wellbeing</li> <li>Identify ways to promote emotional wellbeing and build resilience</li> <li>Reframe and learn from disappointments and setbacks</li> </ul>
<b>Smoking</b>	<ul style="list-style-type: none"> <li>Describe the reasons why some people smoke</li> <li>Understand the harm smoking does to your health</li> <li>Suggest different strategies to resist pressure to smoke</li> </ul>	<b>Homophobia</b>	<ul style="list-style-type: none"> <li>Define homophobic bullying.</li> <li>Understand the emotional impact of bullying and homophobia.</li> <li>Develop an empathetic response to the feelings of a victim of bullying.</li> </ul>	<b>Helpful Coping Strategies</b>	<ul style="list-style-type: none"> <li>Recognise circumstances leading to intense emotions that may be difficult to manage</li> <li>Explain a range of positive strategies for managing difficult emotions</li> <li>Assess whom, how and why to ask for support when it's needed</li> </ul>

<p><b><u>Illegal Drugs</u></b></p>	<ul style="list-style-type: none"> <li>Recognise that society does not have a consistent attitude towards using drugs.</li> <li>Create an opinion and attitude towards the misuse of drugs.</li> <li>Understand the importance of making responsible choices about drugs and the consequences of being associated with them.</li> </ul>	<p><b><u>Racism</u></b></p>	<ul style="list-style-type: none"> <li>Understand that there are similarities as well as differences between people of different race, culture, religion, disability, gender, age or sexual orientation.</li> <li>Understand that all forms of prejudice and discrimination must be challenged.</li> <li>understand the effects of racism and systemic racism and suggest how Racism should be tackled.</li> </ul>	<p><b><u>Unhealthy coping strategies</u></b></p>	<ul style="list-style-type: none"> <li>Explain why self-harm and eating disorders are unhealthy coping strategies</li> <li>Recognise misconceptions about unhealthy coping strategies</li> <li>Recognise warning signs of emotional difficulties; identify suitable sources of support; and explain why, when and how to seek help for themselves or others</li> </ul>
<p><b><u>Energy Drinks</u></b></p>	<ul style="list-style-type: none"> <li>Correctly identify the different ways energy drinks affect the body and the health issues they can cause.</li> <li>Describe how energy drinks can affect your behaviour as well as how you feel and your long term health.</li> <li>Explain how consuming excess sugar and caffeine affects dopamine levels and can impact on your attainment.</li> </ul>	<p><b><u>Assessment</u></b></p>	<ul style="list-style-type: none"> <li>Create a poster to explain some of the key terms learned throughout the unit, backing it up with statistics and facts.</li> </ul>	<p><b><u>Social Media Health and wellbeing</u></b></p> <p><b><u>GEAR ASSESSMENT: Quiz, crossword or cloze text</u></b></p>	<ul style="list-style-type: none"> <li>Describe strategies to develop digital resilience</li> <li>Analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image</li> <li>Evaluate the positive and negative impact of social media on emotional wellbeing</li> </ul>

<b>Alcohol</b>	<ul style="list-style-type: none"> <li>Describe the reasons why people drink alcohol and the impact it can have</li> <li>Identify and assess the risks of underage drinking</li> <li>Suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.</li> </ul>			<b>First Aid: Asthma</b>	<ul style="list-style-type: none"> <li>Identify a casualty who is having an asthma attack.</li> <li>Be able to provide first aid to a casualty who is having difficulty breathing due to asthma.</li> <li>Know how and when to seek medical help for a casualty who is having an asthma attack.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Design a campaign for Public Health England around the dangers of illegal drugs OR alcohol</li> </ul>			<b>First Aid: Choking</b>	<ul style="list-style-type: none"> <li>Recognise when someone is choking</li> <li>Get help for a casualty who is choking</li> <li>Know how to give first aid to a casualty who is choking</li> </ul>

### Year 8 cont...

#### Topic 5: Health and Well-being

#### Topic 6 : Living in the Wider World

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Describe the features of a healthy relationship and recognise the signs of an unhealthy relationship</li> </ul>	<b>1. Online content</b>	<ul style="list-style-type: none"> <li>Understand the concept of critical thinking and apply it to examples online</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explain when it is appropriate to negotiate in a relationship and when it is necessary to assert my values</li> <li>• Recognise when someone needs help managing unhealthy relationships or risky online behaviours</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise some of the differences between fact and opinion</li> <li>• Think of ways to evaluate what is trustworthy online</li> </ul>
<b><u>Sexual Orientation and Gender Identity</u></b>	<ul style="list-style-type: none"> <li>• Explain that people can be attracted to others of the opposite or same sex, both or neither.</li> <li>• Explain the difference between sexual orientation and gender identity</li> <li>• Identify and challenge homophobic, biphobic and transphobic behaviour</li> </ul>	<b><u>2. Cyberbullying</u></b>	<ul style="list-style-type: none"> <li>• Define cyberbullying and recognise examples of it.</li> <li>• Identify which actions cross the line between 'banter' and cyberbullying</li> <li>• Find help and know who to speak to if they're worried about something online and can suggest how to stop or prevent cyberbullying</li> <li>•</li> </ul>
<b><u>Developing Relationships</u></b>	<ul style="list-style-type: none"> <li>• Reflect on my own values around intimate relationships</li> <li>• identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended</li> <li>• Suggest safe and constructive ways of ending relationships</li> </ul>	<b><u>3. Online Safety/ grooming</u></b>	<ul style="list-style-type: none"> <li>• Recognise that some people might choose to hide their true identity online in order to gain someone's trust.</li> <li>• Describe some signs of a harmful online situation</li> <li>• Assess when to take action and explain what to do if I am concerned about my own or someone else's online relationship.</li> </ul>
<b><u>Consent</u></b>	<ul style="list-style-type: none"> <li>• Explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal.</li> <li>• Explain how to ask someone for their consent without putting them under pressure.</li> </ul>	<b><u>4. Personal Identity theft</u></b>	<ul style="list-style-type: none"> <li>• Understand the need for not giving personal information away online</li> <li>• Describe ways personal identity may be stolen</li> <li>• Suggest some ways they can protect their identity from identity theft.</li> </ul>

	<ul style="list-style-type: none"> <li>Demonstrate understanding of a person's right to say no and to have their decision respected; they do not have to justify it.</li> </ul>		
<b>Sharing images</b>	<ul style="list-style-type: none"> <li>Identify the ways young people feel pressure to share explicit images</li> <li>Demonstrate or explain techniques to avoid sharing sexual images</li> <li>Explain the consequences of sharing explicit images, including the legal, emotional and social effects</li> </ul>	<b>5. Managing Online persona</b>  <b>GEAR task</b>	<ul style="list-style-type: none"> <li>Explain what is meant by online reputation</li> <li>Identify ways information can be shared online with different people and the positive and negative impact this can have</li> <li>Show how posts that can help build a positive online reputation</li> <li>Summarise how they would like their online persona to look</li> </ul>
<b>RSE assessment</b>	<ul style="list-style-type: none"> <li>Summarise what has been learnt regarding safe, healthy relationships</li> </ul>		
<b>Introduction to Contraception</b>	<ul style="list-style-type: none"> <li>Explain what is meant by contraception</li> <li>Explain how and why condoms / the contraceptive pill are used</li> <li>Explain where and how to get contraception and advice on contraceptives</li> </ul>		

## Year 9

### Topic 1: Health and Well-being

### Topic 3 : Relationships

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
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<p><b>Gangs:</b> <b>Managing risks</b></p>	<ul style="list-style-type: none"> <li>• Differentiate between the features of healthy friendships and those associated with gang membership</li> <li>• Explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes</li> <li>• Explain why some young people may want to join a gang but most others do not</li> </ul>	<p><b>Different Families</b></p>	<ul style="list-style-type: none"> <li>• Understand that there are different types of families and parenting, including single parents, single sex parents, blended families, adoption and fostering.</li> <li>• Explain the values that are shared by all families.</li> <li>• Suggest reasons why someone might want to be a parent.</li> </ul>
<p><b>Gangs</b></p>	<ul style="list-style-type: none"> <li>• Explain influences on decision-making about gangs</li> <li>• Explain the risks of different gang behaviours</li> <li>• Evaluate the consequences of different gang behaviours</li> </ul>	<p><b>Committed Relationships</b></p>	<ul style="list-style-type: none"> <li>• Describe the options available to people who wish to make a long term commitment.</li> <li>• Explain how a long term relationship can become legally binding.</li> <li>• Suggest advantages to couples who commit to a long term relationship.</li> </ul>
<p><b>Gangs: Getting out</b></p>	<ul style="list-style-type: none"> <li>• Explain why gang members may find it hard to leave a gang</li> <li>• Recognise when and how to get help, including when at risk through doing something illegal</li> <li>• Explain the support available and describe or demonstrate exit strategies to help someone to leave a gang</li> </ul>	<p><b>Conflict</b></p>	<ul style="list-style-type: none"> <li>• Identify the tensions in and the benefits of family life.</li> <li>• Describe how identity might affect the relationships in your family.</li> <li>• Suggest the ways you could reduce tension in your relationships.</li> </ul>
<p><b>County Lines</b></p>	<ul style="list-style-type: none"> <li>• Identify how criminals exploit young people</li> <li>• Know how County Lines works</li> <li>• Know where and how they can seek help if you think someone is involved.</li> </ul>	<p><b>Conflict Resolution And GEAR</b></p>	<ul style="list-style-type: none"> <li>• Identify sources of conflict and its causes in different contexts e.g. in the family, with friends.</li> <li>• Suggest strategies to resolve conflict.</li> <li>• Create a Vlog that explains how you could deal in a positive way with conflict.</li> </ul>

<b>Knife free</b>	<ul style="list-style-type: none"> <li>• Understand the reasons why some young people may carry a knife</li> <li>• Explain how young people can take steps to achieve their goals and live knife free.</li> <li>• Challenge the reasons that young people may carry a knife using consequences to backup your ideas.</li> </ul>	<b>Managing family changes</b>	<ul style="list-style-type: none"> <li>• know that families change</li> <li>• Understand that a range of emotions may be felt when a family member leaves the household</li> <li>• Suggest coping strategies for someone who is struggling to come to terms with the loss of someone.</li> <li>•</li> </ul>
<b>Social norms</b>	<ul style="list-style-type: none"> <li>• Recall our prior learning from Y8</li> <li>• Understand what a unit of alcohol is</li> <li>• Differentiate between facts and myths about alcohol</li> </ul>	<b>Homelessness</b>	<ul style="list-style-type: none"> <li>• Describe the kinds of situations covered by the term 'homelessness.'</li> <li>• Identify reasons why people become homeless. Assess the benefits and challenges of living at home.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Explain how to recognise healthy and unhealthy relationships.</li> <li>• Know and explain the laws regarding gangs and drug/ knife crime.</li> <li>• Understand the reasons why and consequences of gang involvement.</li> <li>• Advise someone which website they may find most useful if they are involved with gangs, drugs or knives.</li> </ul>		

## Year 9

### Topic 4: Maintaining Health

### Topic 6 : Relationships

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<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
<b><u>4.1 Influences on Diet and Exercise, Body Image</u></b>	<ul style="list-style-type: none"> <li>Identify different influences on decisions regarding diet and exercise</li> <li>Analyse why some influences might be stronger than others</li> <li>Evaluate which influences are more or less reliable</li> </ul>	<b><u>Reproduction</u></b>	<ul style="list-style-type: none"> <li>Identify parts of the body that are involved in reproduction</li> <li>Understand the reproductive process and its stages</li> <li>Explain physical and emotional changes that occur during adolescence</li> </ul>
<b><u>4.2 Maintaining Physical Health</u></b>	<ul style="list-style-type: none"> <li>Identify different influences on decisions regarding diet and exercise</li> <li>Analyse why some influences might be stronger than others</li> <li>Evaluate which influences are more or less reliable</li> </ul>	<b><u>Contraception</u></b>	<ul style="list-style-type: none"> <li>Know what contraception is</li> <li>Demonstrate how to effectively use a condom</li> <li>Consider different methods of contraception and to understand their effectiveness</li> </ul>
<b><u>4.3 The Sleep Factor</u></b>	<ul style="list-style-type: none"> <li>Explain the impact of sleep on health and wellbeing</li> <li>Describe healthy sleep patterns and identify factors which can reduce sleep quality</li> <li>Suggest a range of strategies for ensuring appropriate sleep patterns</li> </ul>	<b><u>STIs</u></b>	<ul style="list-style-type: none"> <li>Describe what a sexually transmitted infection is</li> <li>Know some signs and symptoms of STIs and explain how they can be transmitted from one person to another</li> <li>Understand when and where to find help and advice with sexual health</li> </ul>
<b><u>4.4 Cancer</u></b>	<ul style="list-style-type: none"> <li>Discuss the sensitive topic that is Cancer, be able to describe it and know what it is.</li> <li>Explain how cancer occurs using correct terminology</li> <li>Distinguish between myths and facts regarding cancer.</li> </ul>	<b><u>SRE assessment</u></b> <b><u>Menstrual Wellbeing</u></b>	<ul style="list-style-type: none"> <li>Describe a range of menstrual products and how they are used</li> <li>Evaluate the pros and cons of a range of menstrual products and give advice about managing menstrual wellbeing</li> <li>Confidently discuss menstruation and challenge negative attitudes associated with it</li> </ul>



<p><b>4.5 Cancer</b></p>	<ul style="list-style-type: none"> <li>• Give examples of 2 or more of the 5 main signs of cancer in young people.</li> <li>• Explain why it is important to go to the doctor with any concerns about my health.</li> <li>• Demonstrate or describe how to speak to a doctor about any concerns you might have about your own or others' health.</li> </ul>		
<p><b>4.6 Responsibility for your own health</b></p>	<ul style="list-style-type: none"> <li>• Discuss issues surrounding men and women's health</li> <li>• Describe some preconceptions regarding men and women's health</li> <li>• Understand how and why you should check for lumps and pain that may be signs of testicular/breast cancer or testicular torsion.</li> </ul>		
<p><b>4.7 First Aid 3: primary assessment review, Head injuries</b></p>	<ul style="list-style-type: none"> <li>• Describe the three main types of head injuries.</li> <li>• Identify the signs and symptoms of a head injury to assess how severe it is.</li> <li>• Explain how to give first aid to a casualty who has a head injury</li> <li>• Know when to call for an ambulance for a casualty with a head injury.</li> </ul>		
<p><b>4.8 CPR review and GEAR</b></p>	<ul style="list-style-type: none"> <li>• Identify the signs and symptoms of a head injury to assess how severe it is.</li> <li>• Explain how to give first aid to a casualty who has a head injury</li> <li>• Know when to call for an ambulance for a casualty with a head injury.</li> </ul>		

## Year 10

### Topic 1: Health and Well-being

### Topic 2 : Relationships

### Topic 4: Health and Well-being

<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to: _	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:	<u>Lesson name</u>	<u>Learning objectives</u> Pupils will be able to:
<u>L1.1 Understanding Fraud</u>	<ul style="list-style-type: none"> <li>Identify what fraud is and describe different types of fraud</li> <li>Describe common 'scams' and how to recognise them</li> <li>Identify the vulnerability factors that increase the risk of becoming a victim</li> </ul>	<u>6.1 Pleasure, Masturbation And Delayed Sexual Activities</u>	<ul style="list-style-type: none"> <li>Define the terms pleasure, masturbation and sexual activities</li> <li>Explore the benefits and risks associated with masturbation</li> <li>Evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities</li> </ul>	<u>3.1 Pressure</u>	<ul style="list-style-type: none"> <li>Summarise their aspirations for Key Stage 4.</li> <li>Clarify sources of help and support.</li> <li>Plan steps to achieve their individual goals over the course of year 10 and 11.</li> </ul>
<u>L1.2 Money Mule</u>	<ul style="list-style-type: none"> <li>Define what a money mule is</li> <li>Explain why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn into fraudulent actions</li> </ul>	<u>6.2 Myths, Conceptions And Assumptions About Sex, Gender And Relationships</u>	<ul style="list-style-type: none"> <li>Define the terms Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal, sexual excitement, stimulation</li> <li>Identify the differences between what is seen in</li> </ul>	<u>3.2 New Challenges</u>	<ul style="list-style-type: none"> <li>Identify the range of opportunities and challenges young people might encounter as they move into adulthood.</li> <li>Explain strategies to help manage these challenges.</li> <li>Analyse how mental health and emotional wellbeing can change</li> </ul>

	<ul style="list-style-type: none"> <li>Explain the financial, legal and moral consequences of acting as a money mule</li> </ul>		<p>porn and what happens in real life.</p> <ul style="list-style-type: none"> <li>Explore the impact of porn on society and relationships</li> </ul>		<p>throughout life, often in response to external events.</p>
<b><u>L1.3 Cyber Crime Causes And Effects</u></b>	<ul style="list-style-type: none"> <li>Describe what cybercrime is and evaluate the reasons why someone may become involved in cybercrime</li> <li>Demonstrate decision making and risk assessment skills in relation to cybercrime</li> <li>Explain the consequences of cybercrime for the perpetrator and the target and recommend alternative pathways for someone at risk of committing cybercrime</li> </ul>	<b><u>6.3 Consent: Manipulation And Coercion</u></b>	<ul style="list-style-type: none"> <li>Know the legal definition of consent and the law surrounding it</li> <li>Understand the practicalities of consent and the importance of it</li> <li>Understand the consequences of sexual activity with no consent</li> </ul>	<b><u>3.3 Reframe Negative Thinking</u></b>	<ul style="list-style-type: none"> <li>Know the legal definition of consent and the law surrounding it</li> <li>Understand the practicalities of consent and the importance of it</li> <li>Understand the consequences of sexual activity with no consent</li> </ul>
<b><u>L1.4 Gambling</u></b>	<ul style="list-style-type: none"> <li>Identify risks and understand how to make good decisions in risky situations, especially in regards to gambling</li> <li>Recognise unhealthy behaviours in others and develop strategies to manage impulsive behaviour</li> <li>Understand the role and influence of advertising and</li> </ul>	<b><u>6.4 Sexual Orientation</u></b>	<ul style="list-style-type: none"> <li>Understand the many different key terms and concepts that are used within this topic</li> <li>Explore and challenge LGBT+ prejudices and stereotypes that are out there</li> <li>Understand the damaging impact homophobic language has on people</li> </ul>	<b><u>3.4 Recognising poor mental health</u></b>	<ul style="list-style-type: none"> <li>Recognise signs of someone having a mental health issue such as depression, stress or anxiety</li> <li>Explain when and who to tell if concerned for your own or someone else's mental wellbeing</li> <li>Describe the range of support available for those with emotional or mental health</li> </ul>

	develop socially responsible messages around gambling				<ul style="list-style-type: none"> <li>problems, including how best to access local services</li> </ul>
<b>L1.5 Assessment</b>	<ul style="list-style-type: none"> <li>Gear assessment- Living in the wider world leaflet task</li> </ul>	<b>6.5 Impact Of Media And Pornography On Sexual Attitudes</b>	<ul style="list-style-type: none"> <li>Define the terms Pornography, Culture, Sex, Illegal, Legal, Society</li> <li>Understand the differences and similarities between sex in real relationships and that which is featured in pornography</li> <li>Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self</li> </ul>	<b>3.5Coping Strategies</b>	<ul style="list-style-type: none"> <li>Differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions</li> <li>Evaluate a range of ways to promote mental and emotional wellbeing</li> <li>Critique the reliability of sources of support in relation to mental health</li> </ul>
		<b>6.6 Understanding Relationship Abuse</b>	<ul style="list-style-type: none"> <li>Challenge:</li> <li>To explain what is meant by relationship abuse</li> <li>More challenging:</li> <li>To identify the different types of abuse that can affect relationships</li> <li>Mega challenge:</li> <li>To describe ways to get help with a relationship</li> </ul>	<b>3.6 Assessment</b>	<ul style="list-style-type: none"> <li>Create a notice board for Year 10 and 11 students that shows the signs and symptoms of poor mental health and how to treat and develop coping strategies for it.</li> </ul>

		<b>6.7 Sharing Sexual Images</b>	<ul style="list-style-type: none"> <li>• Challenge:</li> <li>• To describe some of the risks in relation to sharing sexual images</li> <li>• More challenging:</li> <li>• To explain the implications, including legal implications, of sending or forwarding sexual images</li> <li>• Mega challenge:</li> <li>• To explain how and from where to get help if someone I know is being pressured to send or share inappropriate images</li> </ul>		
		<b>6.8 Assessment</b>	<ul style="list-style-type: none"> <li>• Presentation on dangers and risks of unhealthy relationships.</li> </ul>		

## **Year 11**

### **Topic 1: Relationships**


<b><u>Lesson name</u></b>	<b><u>Learning objectives</u></b> Pupils will be able to: _
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<b>1. Online Relationships + Love</b>	<ul style="list-style-type: none"> <li>Describe features make a relationship successful?</li> <li>Explain which of these features you think are most important.</li> <li>Suggest features of an online relationship may be most difficult?</li> </ul>
<b>2. Intimate Relationships + GEAR</b>	<ul style="list-style-type: none"> <li>Correctly identify what makes good, safe, healthy sex.</li> <li>Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</li> <li>Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology in the correct context.</li> </ul>
<b>3. Consent</b>	<ul style="list-style-type: none"> <li>Know what consent means and suggest examples of how to communicate wants and needs in a positive and healthy relationship.</li> <li>Identify the behaviours and language which might indicate consent in different situations</li> <li>Explain that everyone has the right to freely give or not give their consent, no one has the right to intimidate or manipulate someone into doing something they do not want to do</li> <li>Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given.</li> </ul>
<b>4. FGM</b>	<ul style="list-style-type: none"> <li>Identify what to look out for when a victim may have, or may be soon to experience FGM.</li> <li>Describe how girls are encouraged into the process and reasons why it's often unreported.</li> <li>Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.</li> </ul>
<b>5. Abortion</b>	<ul style="list-style-type: none"> <li>Understand why people may have an abortion.</li> <li>Realise that some people may think that abortions are wrong, whilst other people think that it is for the best.</li> <li>Explain why you should use contraception unless you have discussed with your partner that you want children.</li> </ul>
<b>6 Divorce and Loss</b>	<ul style="list-style-type: none"> <li>Understand why it is hard for a family to cope with the separation of the couple or parents.</li> <li>Realise that emotions associated with divorce &amp; are similar to loss and bereavement and why people find it difficult to talk about their emotions</li> <li>Explain why divorce &amp; loss occur and why people react differently when grieving</li> </ul>
<b>7. Assessment</b>	<ul style="list-style-type: none"> <li>Summarise 3 of the topics covered in RSE lessons and create a presentation to educate Y9 or Y10 pupils</li> </ul>

### Appendix 3 – Winterhill School Curriculum Intent for PSHCE

Year	Term	Unit of study	Focus- knowledge and skills.	Key Assessments	Curriculum Enrichment
Year 7	1	<b>Mental and physical health</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• How to cope with the new start at secondary school and what to really expect;</li> <li>• How to recognise signs of stress or anxiety and who to speak to in school to help out with this.</li> <li>• Understanding what habits around our diet and exercise are healthy and what habits to avoid.</li> </ul> <p><b>Key words:</b></p> <p>Transition, stress, anxiety, mental health, prevention, self-esteem, habits, wellbeing.</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – discussion around social implications of transitioning to secondary school. How exercise can be beneficial for socialising.</p> <p><b>Moral</b> – do schools have a moral obligation to encourage exercise?</p> <p><b>Spiritual</b> – how our emotions play a part in our mental health and how spiritual activities can bring calm to life</p> <p><b>Cultural</b> – an investigation into how our culture and way of life can impact our mental health</p>
	2	<b>Risks</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• How to perform basic first aid,</li> <li>• Online safety</li> <li>• Road safety.</li> <li>• Water safety</li> </ul> <p><b>Key words:</b></p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – analysis of saying no to peer pressure in social situations</p> <p><b>Moral</b> – the moral duty we have to help others in need and to look after our own safety</p> <p><b>Spiritual</b> – building the confidence and self-esteem to make the right personal choices</p>

 <p>Registered in England: 09482529</p>	<p>Relationships Education, Sex Education &amp; Health Education Policy March 2024</p>
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			Emergency, safety, responsibility, pressure		<b>Cultural</b> – how does youth culture encourage pressurised situations?
3	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Changes in our bodies during puberty and how to cope with this physically and emotionally.</li> <li>• How to deal with bullying and friendship issues.</li> <li>• Online safety</li> </ul> <p><b>Key words:</b></p> <p>Puberty, hormones, adolescent, changes, emotions, bullying, banter, friendship</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> - discussion of physical changes and how this will impact on social life. Analysis of self-esteem issues and how this can affect relationships.</p> <p><b>Moral</b> – how we can look after our friends and be kind to others</p> <p><b>Spiritual</b> – how do different religions approach relationships?</p> <p><b>Cultural</b> – online culture and bullying</p>	
4	<b>British values</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Democracy and government including the role of voting and monarchy.</li> <li>• Developing an understanding of cultures and traditions beyond our own.</li> </ul>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – how to deal with relationship issues including friendships</p> <p><b>Moral</b> – the need for consent at all times</p> <p><b>Spiritual</b> – emotions around relationships and when we are ready to commit</p>	



		<ul style="list-style-type: none"> <li>Research projects into different countries and religions that form part of the wider community in Rotherham and the UK.</li> </ul> <p><b>Key words:</b> Culture, tolerance, religion, acceptance, community, cohesion, spiritual, tradition</p>		<b>Cultural</b> – how to communicate effectively with others
5	<b>Careers</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>Finance, communication, team work through an enterprise project.</li> </ul> <p><b>Key words:</b> Finance, money, budget, credit, debit, debt, cards, account, communication, team work, entrepreneur, enterprise, interview, pitch, presentation, skills, impression, qualifications</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Peer assessment of enterprise projects</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – effective communication and interaction with others to create success</p> <p><b>Moral</b> – money and what problems and solutions it can bring</p> <p><b>Cultural</b> – how our background does not need to impact our future career aspirations</p> <p><b>Careers events and presentations</b></p>
6	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>An introduction to consent</li> <li>What healthy communication looks like in relationships.</li> </ul>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p>	<p><b>Social</b> – how socialising with others from another culture can be fulfilling</p> <p><b>Moral</b> – being kind to those who have different beliefs to us</p>

			<b>Key words and themes:</b> Consent, healthy, communication, respect, emotions, trust, commitment	Teacher assessment of ATL and final project	<b>Cultural</b> – other cultures and how they are similar and different to our own.  <b>Pride month and events</b>
Year 8	1	<b>Mental and physical health</b>	<b>National curriculum links:</b> <ul style="list-style-type: none"> <li>● Anxiety and how to recognise it</li> <li>● Anger management techniques and.</li> <li>● The importance of sleep, good dental health and exercise</li> </ul> <b>Key words:</b> Anger, stress, anxiety, mental health, prevention, self-esteem, habits, wellbeing, sleep, self-worth	Baseline assessment at start of unit  Self assessment to complete  Teacher assessed leaflet project  Teacher assessment of ATL	<b>Social</b> – How exercise can be beneficial for socialising. How good self esteem can increase social confidence.  <b>Moral</b> – do schools have a moral obligation to encourage exercise?  <b>Spiritual</b> – how our emotions play a part in our mental health and how spiritual activities can bring calm to life  <b>Cultural</b> – an investigation into how our culture and way of life can impact our mental health
	2	<b>Risks</b>	<b>National curriculum links:</b> <ul style="list-style-type: none"> <li>● An introduction to the risks around the consumption of alcohol, smoking, drugs and the Internet.</li> </ul> <b>Key words:</b>	Baseline assessment at start of unit  Self assessment to complete	<b>Social</b> – how substances may increasingly find their way into social situations. Analysis of saying no to peer pressure in social situations  <b>Moral</b> – the moral duty we have to help others in need and to look after our own safety

		Emergency, safety, responsibility, pressure, alcohol, drugs, crime, gangs, smoking, vaping	Teacher assessment of ATL	<p><b>Spiritual</b> – building the confidence and self-esteem to make the right personal choices</p> <p><b>Cultural</b> – how does youth culture encourage pressurised situations? What signs do we need to look out for around someone who may be committing a crime?</p>
3	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Features of healthy relationships</li> <li>• Gender and sexuality including Pride month celebrations</li> <li>• Protected characteristics and the Equality Act 2010.</li> </ul> <p><b>Key words:</b> Equality, culture, tolerance, religion, acceptance, community, cohesion, spiritual, tradition, homophobia, sexism, racism</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessed diary entry task</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> - Analysis of self-esteem issues and how this can affect relationships.</p> <p><b>Moral</b> – how we can look after our friends and be kind to others</p> <p><b>Spiritual</b> – how do different religions approach relationships?</p> <p><b>Cultural</b> – online culture, bullying and dangers with online forums</p>
4	<b>British values</b>	<p><b>National Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Democracy and government including the role of voting and monarchy.</li> <li>• Discrimination and intolerance</li> </ul>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – the social situations that may lead to conflict and how to deal with this</p> <p><b>Moral</b> – the duty we have to be respectful in a relationship</p> <p><b>Spiritual</b> – beliefs around contraception and sex before marriage.</p>

					<p><b>Cultural</b> – online culture around gender. Cultural issues surrounding FGM</p>
5	<b>Careers</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Careers overview, personal skills, qualities and attributes.</li> <li>• Basic money and finance skills.</li> </ul> <p><b>Key words:</b> Finance, money, budget, credit, debit, debt, cards, account, communication, team work, entrepreneur, enterprise, interview, pitch, presentation, skills, impression, qualifications</p> <p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships including conflict resolution techniques and the importance of consent.</li> <li>• Menstrual health and wellbeing,</li> <li>• FGM</li> </ul> <p><b>Key words and themes:</b> Consent, menstruation, conflict, FGM, wellbeing, healthy, communication, respect, emotions, trust, commitment</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete on suitability of careers types</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – how our interpersonal skills can lead to career success</p> <p><b>Moral</b> – money and what problems and solutions it can bring</p> <p><b>Spiritual</b> – considering what is important to us as individuals and what will bring happiness in future careers</p> <p><b>Cultural</b> – how our background does not need to impact our future career aspirations</p> <p><b>Careers events and presentations</b></p>	

	6	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Peer pressure and how to say no in difficult situations,</li> <li>• Bullying or banter,</li> <li>• How to spot the signs of grooming</li> </ul> <p><b>Key words and themes:</b> Exploitation, grooming, consent, healthy, communication, respect, emotions, trust, commitment</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – how socialising with others from another culture can be fulfilling</p> <p><b>Moral</b> – being kind to those who have different beliefs to us</p> <p><b>Cultural</b> – other cultures and how they are similar and different to our own.</p> <p style="text-align: center;"><b>Pride month and events</b></p>
Year 9	1	<b>Mental and physical health</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• How to spot and handle anxiety, depression, suicide warnings and other mental health disorders.</li> <li>• Discovering how to build a healthy lifestyle that includes a good diet and the impact this has on our mental health. Understanding the benefits of exercise.</li> <li>• Identity and bullying</li> </ul> <p><b>Key words:</b></p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – How exercise can be beneficial for socialising. The social signs of someone who may be suffering.</p> <p><b>Moral</b> – do schools have a moral obligation to encourage exercise? Does the government have a moral obligation to encourage good diet?</p> <p><b>Spiritual</b> – how our emotions play a part in our mental health and how spiritual activities can bring calm to life</p>

			Anger, stress, anxiety, mental health, prevention, self-esteem, habits, wellbeing, sleep, self-worth, bullying, banter, diet, exercise, depression, suicide, self-harm		<b>Cultural</b> – an investigation into how our culture and way of life can impact our mental health. Online culture and bullying around identity.
2	<b>Risks</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>● Drug and alcohol use and misuse, including the law and society.</li> <li>● Smoking and its dangers.</li> <li>● Risks around energy drinks and vaping.</li> <li>● County Lines and CSE including online safety</li> </ul> <p><b>Key words:</b></p> <p>Emergency, safety, responsibility, pressure, alcohol, drugs, crime, gangs, smoking, vaping</p>		<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessed leaflet task</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – how substances may increasingly find their way into social situations. Analysis of saying no to peer pressure in social situations</p> <p><b>Moral</b> – the moral duty we have to help others in need and to look after our own safety</p> <p><b>Spiritual</b> – building the confidence and self-esteem to make the right personal choices</p> <p><b>Cultural</b> – how does youth culture encourage pressurised situations? What signs do we need to look out for around someone who may be committing a crime?</p>
3	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>● Healthy relationships</li> <li>● Identity and bullying</li> <li>● Gender and sexuality, the law around equality.</li> <li>● Homophobia, transphobia and online misogyny</li> </ul>		<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – the social situations that may lead to relationships or casual sex and how to deal with these</p> <p><b>Moral</b> – the duty we have to be respectful in a relationship</p>

			<b>Key words and themes:</b> Consent, contraception, pornography, sexting, healthy, communication, respect, emotions, trust, commitment		<b>Spiritual</b> – beliefs around contraception and sex before marriage <b>Cultural</b> – online culture around pornography
4	<b>British values</b>	<b>National curriculum links:</b> <ul style="list-style-type: none"> <li>• Democracy and government including the role of voting and monarchy.</li> <li>• Life in modern Britain and rethinking monuments around slavery</li> <li>• Prejudice, racism and multiculturalism</li> <li>• Racism in the UK</li> <li>• Racism in British football</li> </ul> <b>Key words:</b> Equality, culture, tolerance, religion, acceptance, community, cohesion, spiritual, tradition, homophobia, sexism, racism, slavery, monuments, prejudice, multi-culturalism, intolerance	Baseline assessment at start of unit Self assessment to complete Teacher assessed agony aunt task Teacher assessment of ATL	<b>Social</b> – how we can tackle racism in social situations <b>Moral</b> – what moral duty do we have to ensure that everyone in the UK is represented? <b>Cultural</b> – other cultures and how they are similar and different to our own. <b>Spiritual</b> – how religions treat racism and slavery	
5	<b>Careers</b>	<b>National curriculum links:</b> <ul style="list-style-type: none"> <li>• young people’s employment rights and responsibilities</li> <li>• Financial literacy and skills</li> </ul>	Baseline assessment at start of unit Self assessment to complete	<b>Social</b> – how our interpersonal skills can lead to career success <b>Moral</b> – money and what problems and solutions it can bring	

		<ul style="list-style-type: none"> <li>• skills for enterprise and employability</li> <li>• how to manage their 'personal brand' online</li> <li>• how to identify and access support for concerns relating to life online</li> </ul> <p><b>Key words:</b> Finance, money, budget, credit, debit, debt, cards, account, communication, team work, entrepreneur, enterprise, interview, pitch, presentation, skills, impression, qualifications, online persona, employability, rights, responsibilities</p>	Teacher assessment of ATL	<p><b>Spiritual</b> – considering what is important to us as individuals and what will bring happiness in future careers</p> <p><b>Cultural</b> – how our background does not need to impact our future career aspirations</p> <p><b>Careers events and presentations</b></p>
6	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Contraception and how to use it,</li> <li>• STI's,</li> <li>• pornography and sexting impact.</li> <li>• Pregnancy and parenting</li> </ul> <p><b>Key words and themes:</b> Family, parenting, gender, sexuality, consent, healthy, communication, respect, emotions, trust, commitment, homophobia, transphobia, protected characteristics</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessed research project</p> <p>Teacher assessment of ATL</p>	<b>Pride month and events</b>



Year 10	1	<b>Mental and physical health</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• strategies to promote mental health and emotional wellbeing including the signs of emotional or mental ill-health and how to access support and treatment</li> <li>• the portrayal of mental health in the media</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• exercise, diet, sleep and how to get a good routine around these.</li> <li>• How good physical health links to good mental health</li> </ul> <p><b>Key words:</b></p> <p>Adolescence, anger, stress, anxiety, mental health, prevention, self-esteem, habits, wellbeing, sleep, self-worth, bullying, banter, diet, exercise, depression, suicide, self-harm, screening, donation, self-examination, aesthetic</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – How exercise can be beneficial for socialising. How as we change we may have different social needs.</p> <p><b>Moral</b> – do we have a moral obligation to follow a good exercise and diet regime?</p> <p><b>Spiritual</b> – how our emotions play a part in our mental health and how spiritual activities can bring calm to life</p> <p><b>Cultural</b> – an investigation into how our culture and way of life can impact our mental health. How our culture can encourage body modifications and the impact of this.</p>
	2	<b>Risks</b>	<p><b>National curriculum:</b></p> <ul style="list-style-type: none"> <li>• emergency first aid skills</li> <li>• about the importance of screening and how to perform self examination</li> </ul>	<p>Baseline assessment at start of unit</p>	<p><b>Social</b> – how substances may increasingly find their way into social situations. Analysis of saying no to peer pressure in social situations</p>

		<ul style="list-style-type: none"> <li>• about the links between lifestyle and some cancers</li> <li>• drug and alcohol use and misuse, including the law and society.</li> <li>• Online gambling and trusting the media including online safety</li> <li>• Vaping</li> </ul> <p><b>Key words:</b></p> <p>Emergency, safety, responsibility, pressure, alcohol, drugs, crime, gangs, smoking, vaping, gambling, punishment, media</p>	<p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Moral</b> – Is gambling morally right? The moral duty we have to help others in need and to look after our own safety.</p> <p><b>Spiritual</b> – building the confidence and self-esteem to make the right personal choices</p> <p><b>Cultural</b> – how does youth culture encourage pressurised situations? What signs do we need to look out for around someone who may be committing a crime?</p>
3	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Features of healthy relationships</li> <li>• Marriage and other forms of relationships</li> <li>• Fertility options, abortion and pregnancy</li> <li>• Family life and conflict</li> <li>• Divorce and break ups</li> </ul> <p><b>Key words and themes:</b> Gender, sexuality, coercion, control, harassment, abuse, consent, pleasure, intimacy, healthy, communication, respect, emotions, trust, commitment</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – the social situations that may lead to relationships or casual sex and how to deal with these</p> <p><b>Moral</b> – the duty we have to be respectful in a relationship. Equality within a relationship.</p> <p><b>Spiritual</b> – beliefs around contraception and sex before marriage</p> <p><b>Cultural</b> – online culture around pornography</p>

4	<b>British values</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>● Democracy, government and Parliament.</li> <li>● The rule of law in the UK</li> <li>● Multiculturalism in the UK including which ethnic groups live here and why they came here.</li> <li>● The importance of tolerance and respect for other communities</li> <li>● Relationship of the UK with other international governing bodies - EU, UN, NATO, G7.</li> <li>● Equality and diversity in the UK – the case of Stephen Lawrence</li> <li>● How Muslims are treated in this country and how we should tackle racism.</li> </ul> <p><b>Key words:</b> Equality, culture, tolerance, religion, acceptance, community, cohesion, spiritual, tradition, homophobia, sexism, racism, slavery, monuments, prejudice, multiculturalism, intolerance, Islamophobia</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – how we can tackle racism in social situations. The George Floyd case and how this led to social movements against racism.</p> <p><b>Moral</b> – what moral duty do we have to ensure that everyone in the UK is represented?</p> <p><b>Cultural</b> – an investigation into the culture that we live in and why we should always be challenging racism and intolerance</p> <p><b>Spiritual</b> – how Muslims are treated by our society and what can be done to improve this</p>
5	<b>Careers</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>● Careers and skills research,</li> <li>● further education,</li> </ul>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p>	<p><b>Social</b> – how our interpersonal skills can lead to career success</p> <p><b>Moral</b> – money and what problems and solutions it can bring</p>

		<ul style="list-style-type: none"> <li>● writing a good CV or personal statement and how to do well in a job interview.</li> <li>● Finance skills, debt, credit and paying bills.</li> </ul> <p><b>Key words:</b> Finance, money, budget, credit, debit, debt, cards, account, communication, team work, entrepreneur, enterprise, interview, pitch, presentation, skills, impression, qualifications, online persona, employability, rights, responsibilities</p>	Teacher assessment of ATL	<p><b>Spiritual</b> – considering what is important to us as individuals and what will bring happiness in future careers</p> <p><b>Cultural</b> – how our background does not need to impact our future career aspirations</p> <p><b>Careers events and presentations</b></p>
6	<b>Relationships</b>	<p><b>National curriculum links:</b></p> <ul style="list-style-type: none"> <li>● Sexual harassment,</li> <li>● coercive control in relationships,</li> <li>● pleasure and intimacy,</li> <li>● gender and sexuality.</li> <li>● about communities, inclusion, respect and belonging</li> <li>● how to recognise and respond to extremism and radicalisation</li> </ul> <p><b>Key words and themes:</b> Consent, community, extremism, radicalisation, equality, inclusion, healthy, communication, respect, emotions, trust, commitment, diversity, values</p>	<p>Baseline assessment at start of unit</p> <p>Self assessment to complete</p> <p>Teacher assessment of ATL</p>	<p><b>Social</b> – the social situations that may lead to relationships or casual sex and how to deal with these</p> <p><b>Moral</b> – the duty we have to be respectful in a relationship. What control may look like and how to deal with this.</p> <p><b>Spiritual</b> – beliefs around contraception and sex before marriage</p> <p><b>Cultural</b> – online and media culture around pornography and gender issues</p> <p><b>Pride month and events</b></p>

## Appendix 4 – TRC Tutorial Scheme of Learning Outline 2023-34



**TRC**  
THOMAS ROTHERHAM COLLEGE



# TUTORIAL SCHEME OF LEARNING 2023-24

W/C	Y12	Y13	Level 2	Key Dates/Events
28 Aug				
4 Sep	<p><b>Online Welcome</b></p> <ul style="list-style-type: none"> <li>Who I am</li> <li>How I can support you</li> <li>Information on tutorial</li> <li>The Induction Seminars</li> <li>Support at TRC (Bursary, CLASS, Counselling, Safeguarding)</li> </ul>	<p><b>Online Welcome</b></p> <ul style="list-style-type: none"> <li>Who I am</li> <li>How I can support you</li> <li>Information on tutorial</li> <li>Support at TRC (Bursary, CLASS, Counselling, Safeguarding)</li> </ul>	<p><b>Online Welcome</b></p> <ul style="list-style-type: none"> <li>Who I am</li> <li>How I can support you</li> <li>Information on tutorial</li> <li>Support at TRC (Bursary, CLASS, Counselling, Safeguarding)</li> </ul>	<p>6 Sep Y13 Only 7 Sep Y12 Only 8 Sep ALL students in</p>

11 Sep	1-1s	<p><b>Tutorial Seminar 1</b> <b>Welcome Back</b></p> <ul style="list-style-type: none"> <li>• Information on tutorial</li> <li>• Reflect on performance in Year 12</li> <li>• Challenges in Year 13</li> <li>• Growth Mindset</li> <li>• Good Study Habits</li> <li>• Where should you be with your UCAS/Employment/Apprenticeship Application(s)/search</li> <li>• Process for Submitting UCAS Applications</li> <li>• Identify JR students and share with Careers</li> <li>• Recap on online safety</li> </ul> <p>FHARD MSMAL</p>	<p><b>WG</b> <b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Information on tutorial</li> <li>• Reflect on performance in Year 11</li> <li>• Challenges in Level 2</li> <li>• Growth Mindset</li> <li>• Good Study Habits</li> <li>• Options After Level 2</li> <li>• Making an application to study Level 3 at TRC</li> <li>• Using ICT at TRC and Staying Safe online</li> </ul>	<p><b>Induction Seminars</b> Welcome and Expectations Safeguarding at TRC</p> <p><b>13 Sep Subject Change opens</b></p>
18 Sep	1-1s	1-1s	1-1s	<p><b>Induction Seminars</b> <b>Tutorial</b> Introduction to the LRC</p>
25 Sep	1-1s	1-1s	1-1s	<p><b>Induction Seminars</b> <b>My future - Employability</b> Careers / Work Placement / Future Pathways</p> <p><b>26 Sep Internal Deadline for Early Birds</b></p>

				29 Sep Subject Change closes
2 Oct	1-1s	1-1s	1-1s	Induction Seminars Learn to learn (1) Study skills
9 Oct	1-1s	1-1s	1-1s	Induction Seminars CLASS Positive Mental Health and Wellbeing
16 Oct	1-1s	1-1s	1-1s	Induction Seminars Learn to learn (2) Memory and Understanding Revision  16 Oct UCAS Early Bird Deadline  18 Oct University Entrance Exams  19 Oct Next Steps Higher Education & Apprenticeships Fair
23 Oct Half Term				
30 Oct	1-1s	<b>My Health and Wellbeing Tutorial Seminar 2</b> <b>Drugs and Alcohol: What You Need to Know</b> <ul style="list-style-type: none"> <li>• What the different types of drugs are and what they look like.</li> <li>• Information about who to go to for support with any issues related to drugs and alcohol.</li> </ul>	1-1s	30 Oct – 6 Nov External GCSE Exams

		CDOBS DHUTC		
6 Nov	<p><b>My Future Tutorial Seminar 1</b></p> <p><b>Employability Skills and Support at College</b></p> <ul style="list-style-type: none"> <li>Recap on how I can support you and information on tutorial</li> <li>What are employability skills?</li> <li>Employer Input</li> <li>How to develop employability skills</li> <li>Enrichment opportunities at TRC</li> </ul> <p><b>AMUSC</b></p> <p>Online Safety add on?</p>	1-1s	1-1s	
13 Nov	1-1s	1-1s	<p><b>My Future WG</b></p> <p>Options After Level 2</p> <p>Making My Application to Study Level 3 at TRC</p>	
20 Nov	1-1s	1-1s	1-1s	
27 Nov	1-1s	1-1s	1-1s	Observations of Attendance Meetings
4 Dec	1-1s	1-1s	1-1s	<p>Observations of Attendance Meetings</p> <p>4 Dec Internal Deadline for ALL other UCAS applications</p>
11 Dec	1-1s	1-1s	1-1s	Observations of Attendance Meetings

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				11-15 Dec Y13 Criminology Controlled Assessment
18 Dec	1-1s	1-1s	1-1s	
25 Dec Christmas Holidays				
8 Jan	1-1s	<p><b>My Future Tutorial Seminar 3</b> Next Steps</p> <ul style="list-style-type: none"> <li>• UCAS Applications</li> <li>• Student Finance</li> <li>• Job/Apprenticeship Search</li> <li>• Information on revision – Mock Exams 31<sup>st</sup> Jan – 6<sup>th</sup> Feb</li> </ul> <p><b>KHOUT</b></p>	<p><b>My Place and My Future WG</b></p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• To recap on what the 5 British Values are and what they mean</li> <li>• To consider where we can find these values in society and at college</li> </ul> <p><b>Employability Skills and Support at College</b></p> <ul style="list-style-type: none"> <li>• What are employability skills?</li> <li>• Employer Input</li> <li>• How to develop employability skills</li> </ul> <p><b>KBENT</b></p>	<p>8-10 Jan BTEC Exams</p> <p>11-12 Jan Y12 Criminology Unit 1 Exam</p>
15 Jan	<p><b>My Place Tutorial Seminar 2</b></p> <p><b>British Values: Focus on Democracy Prevent</b></p> <ul style="list-style-type: none"> <li>• Recap British Values ·</li> <li>• Develop knowledge of how democracy works in the UK</li> </ul>	1-1s	1-1s	15-19 Jan BTEC Exams & Y12 Criminology

	<ul style="list-style-type: none"> <li>Develop an understanding of how impacts upon our lives ·</li> <li>Develop an understanding of how we can changes things if we are unhappy</li> <li>Recap on Prevent</li> </ul>			
22 Jan	1-1s	1-1s	1-1s	Sampling
29 Jan	1-1s	1-1s	1-1s	Sampling 31 <sup>st</sup> Jan UCAS Deadline for ALL other applications 31 Jan – 6 Feb Y13 Mocks
5 Feb	1-1s	1-1s	1-1s	Sampling Feedback
<b>12 February Half Term</b>				
19 Feb	1-1s	<p><b>My Learning Tutorial Seminar 4</b></p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>How not to approach your exams</li> <li>A 3 stage approach to revision: <ol style="list-style-type: none"> <li>What do I need to know?</li> <li>What am I struggling with?</li> <li>How do I Improve?</li> </ol> </li> <li>Revision strategies</li> <li>What to do if you are struggling to revise</li> </ul> <p><b>More info on Student Finance KHOUT</b></p>	<p><b>My Place and My Learning WG</b></p> <p><b>Prevent</b></p> <ul style="list-style-type: none"> <li>To understand what Prevent is</li> <li>To understand the process of radicalisation</li> <li>To know what the signs of being vulnerable to being radicalised are</li> <li>To know the signs that may indicate that a young person is being radicalised</li> </ul>	

			<ul style="list-style-type: none"> <li>To know who they can speak to if they have any concerns</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>To provide advice of good practice for revision</li> <li>To provide some additional methods of revision</li> <li>To learn how to manage exam stress</li> <li>To know where to get support if you are struggling to revise or feeling stressed out</li> </ul> <p><b>MSMAL</b></p>	
26 Feb	<p><b>My Future Tutorial Seminar 3 Options after TRC</b></p> <ul style="list-style-type: none"> <li>To recap the four main routes after college</li> <li>To identify the advantages and disadvantages of going to university</li> <li>To confirm what you should be doing now</li> </ul>	<b>1-1s</b>	<b>1-1s</b>	<p>28 Feb UCAS Extra Opens</p> <p>27 Feb – JR Event</p>

	<ul style="list-style-type: none"> <li>To help you understand university entry criteria</li> <li>To know which courses require work experience</li> <li>To know where you can get help <b>HKIRK AMUSC</b></li> </ul>			
4 Mar	1-1s	1-1s	1-1s	<b>Observation of 1-1s</b>  <b>Safeguarding Seminar: Safeguarding Update Sexual Harm and Sexual Violence</b>
11 Mar	1-1s	1-1s	1-1s	<b>Observation of 1-1s</b>
18 Mar	1-1s	1-1s	1-1s	
25 Mar	1-1s	1-1s	1-1s	
<b>1 Apr Easter Holidays</b>				

15 Apr	1-1s	<p><b>My Health and Wellbeing Tutorial Seminar 5</b></p> <p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• Top tips for students moving away to uni, leaving home for the first time and/or starting a new job/apprenticeship:</li> <li>• The benefits of budgeting</li> <li>• How to budget</li> <li>• Information and guidance on bank accounts</li> <li>• What to pack</li> </ul> <p><b>HKIRK MSMAL</b></p>	1-1s	Sampling
22 Apr	<p><b>My Learning Tutorial Seminar 4</b></p> <p><b>Revision – Y12 Mocks 26<sup>th</sup> June – 1<sup>st</sup> July</b></p> <ul style="list-style-type: none"> <li>• How not to approach your exams</li> <li>• A 3 stage approach to revision: <ul style="list-style-type: none"> <li>4. What do I need to know?</li> <li>5. What am I struggling with?</li> <li>6. How do I Improve?</li> </ul> </li> <li>• Revision strategies</li> <li>• What to do if you are struggling to revise</li> </ul> <p><b>CDOBS</b></p>	1-1s	1-1s	Sampling
29 Apr (May Day)	1-1s	1-1s	1-1s	<p><b>Equality and Diversity Seminar:</b></p> <ul style="list-style-type: none"> <li>• To understand the terms equality, diversity</li> </ul>

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				<ul style="list-style-type: none"> <li>To understand what discrimination is</li> <li>To know where you are protected from discrimination</li> <li>To know what you can do if you think you have been discriminated against</li> <li>To understand the benefits of diversity</li> <li>To know how we celebrate diversity at TRC</li> </ul> <p><b>1-10 May BTEC Exams</b></p>
6 May	1-1s	1-1s	1-1s	8 May Journey to University Event
13 May	1-1s	1-1s	1-1s	13 May – 21 June External Exams
20 May	1-1s	1-1s	1-1s	
<b>27 May Spring Bank Holiday</b>				
3 Jun	1-1s	1-1s	1-1s	
10 Jun	<p><b>My Future Tutorial Seminar 5</b> E&amp;D Starter? <b>UCAS Tutorial Launch</b></p> <ul style="list-style-type: none"> <li>Recap options after TRC</li> <li>Focus on E&amp;D</li> <li>Introduction to UCAS</li> </ul>	1-1s	1-1s	

	<ul style="list-style-type: none"> <li>• Create UCAS Hub</li> <li>• Focus on the personal statement.</li> <li>• Writing about employability skills in university/job/Apprenticeship applications.</li> </ul> <p><b>FHARD DHUTC</b></p>			
17 Jun	1-1s UCAS Launch Extra Session ???	1-1s	1-1s	
24 Jun	1-1s	1-1s	1-1s	<p>24-25 Jun Induction</p> <p>26 - 28 Jun Y12 Assessments</p> <p>30 June After this date unis will only consider applications submitted if they still have vacancies</p>
1 Jul	Tutor Training	Tutor Training	Tutor Training	<p>1 Jul Y12 Assessments Catch Up Day</p> <p>5 Jul Clearing Opens</p> <p>5 July Tutor's Last Day</p>
8 <sup>th</sup> Jul				8 Jul Y12 Work Placement Week

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